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ANNUAL REPORT
OF THE
SCHOOL DEPARTMENT
OF THE
TOWN *of* ARLINGTON
FOR THE YEAR
1941



SCHOOL COMMITTEE

JOSEPH J. BEVINS

Chairman

THERESE N. TURNER

Secretary

Term Expires March, 1942

HAROLD A. CAHALIN15 Johnson Road

JAMES W. KIDDER215 Crosby Street

KATHARINE W. LACEY32 Jason Street

Term Expires March, 1943

CLEMENT J. BEAUDET2 Walnut Terrace

JOSEPH J. BEVINS127 Scituate Street

THERESE N. TURNER130 Jason Street

Term Expires March, 1944

MICHAEL A. FREDO9 Webster Street

JOHN P. MORINE62 Marathon Street

M. NORCROSS STRATTON11 Trowbridge Street

* * * *

Regular Meeting

Third Tuesday of each month, except

July and August

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UNIVERSITY OF ILLINOIS

REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Arlington:

This report is submitted with our country at war, calling upon us to face new situations, the total of which we have never before experienced. There is a part for all and new demands are being made upon the school department, which we are endeavoring to meet and will continue to do so.

The personnel of the School Committee for 1941 was unchanged. This is the third successive year that the same nine members have functioned as a Committee. This is unique when one considers the size of the Town and of the Committee.

The cost of education is of vital interest to the citizens and we submit the following facts with reference to our expenditures for the calendar year 1941. The total budget was \$670,032. and the total payments were \$661,389.42, returning to the Town Treasury an unexpended balance of \$8,642.58.

The receipts on account of education during the year were as follows:

General School Fund	\$50,902.00
Tuition of State Wards	2,801.94
Other Tuition	745.34
Rentals	771.00
Americanization	726.87
Miscellaneous	557.25
	<hr/>
	\$56,504.40

Deducting the receipts and the unexpended balance from the total budget, the actual amount for school pur-

poses from our Real Estate Tax levy was \$604,885.02. The figure for 1940 was \$598,812.36, an increase of \$6,072.66 or slightly more than 1% of the entire budget. In this connection we would like to call your attention to the fact that the school budget for 1931 was \$736,399.00.

We should also like you to know that a summary of the costs of use of buildings by outside organizations was made for 1941 and it was found to be \$5,047.47. Only \$771. of this amount was returned to the Town Treasury in rental fees. We do not object to this procedure, but as it is included in our school costs, our per capita cost is overstated by a proportionate amount.

There are many good reasons for the establishment of a Vocational School in Arlington. This type of school has been advocated for several years and there are some of us who feel that the Town has been shortsighted in refusing to recognize it. In addition to the above receipts on account of education, \$5,122.13 was received on account of Vocational Education. This amount was not included in our receipts because the appropriation for Vocational Education is not included in our total budget, but in a separate item. When one considers the increasing number of surrounding communities that are providing this type of education with liberal help from the State and Federal Government, it is hoped that Arlington will begin steps this year to acquire such a school. An article will appear in the Town Warrant enabling us to apply to the State and Federal authorities for help in establishing this type of school.

The report of the treasurer of the High School Athletic Association rendered December 15, 1941 shows all bills paid and bank balances totaling \$3,144.22. Arlington High School maintains an efficient athletic department with organized teams in all sports. All expenses are met by admission charges to the various games, football bringing in the largest revenue. During 1941 all sports, except football, were conducted at a loss. In some sports, such as track,

cross country, golf and tennis, no revenue whatever is received. The athletic association also bears the expenses for the girls' teams in field hockey, baseball, basketball, and tennis from which no revenue is derived. Besides the sports already mentioned, teams are maintained in baseball, basketball and hockey. We appropriate \$2500. in our budget for coaches' salaries for the supervision of these teams. The townspeople should feel proud of the quantity and quality of the athletic teams representing the high school.

For further information regarding the operation of your school department, we respectfully refer you to the report of the Superintendent of Schools.

We regret to record the passing of two teachers who died in service during 1941:

Agnes McCabe, who began service in Arlington in September, 1926. At the time of her death in January, 1941, she was a teacher at the Peirce School.

Alice Treat, who began service in the high school in September, 1920. At the time of her death in March, 1941, she was Head of the English Department in the Senior High School.

Many of the townspeople can attest to the influence for good of these splendid teachers and the sorrow occasioned by their passing.

We pay tribute to seven of our teachers who retired in 1941:

Sara M. Henderson with thirty-nine years of service to the Arlington schools, and at the time of her retirement in June was a teacher of grade three at the Crosby School.

Sarah J. Bullock with thirty-eight years of service, and at the time of her retirement in June was Head of the Mathematics Department at the Senior High School.

Alice W. King retired December 1, began service in Arlington in September, 1921. At the time of her retirement she was teacher of the fifth grade in the Hardy School.

Alice A. Preston, Head of the Latin Department at the Senior High School, began service here in September, 1922, and retired in June.

Amy D. Young began service here in September, 1919, and at the time of her retirement in June was second grade teacher at the Locke School.

Mrs. May P. Browne began service here in September, 1924, and at the time of her retirement in June was second grade teacher at the Russell School.

Mary Elizabeth O'Connor, Supervisor of Elementary Education, began service in Arlington March, 1938 and retired September, 1941.

The Committee expresses its gratitude to all of them for their long period of faithful service, for their loyalty and for their valuable contributions to the educational system of Arlington. They have made a distinct contribution to the system and a lasting impression on many of our citizens who were their pupils.

We express our appreciation to the school officials, teachers, and employees for their loyal support. We thank the Town officials, members of boards and departments and the citizens of the Town for their cooperation.

Respectfully submitted,

(Signed) JOSEPH J. BEVINS,
Chairman.

January, 1942.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1941

To the School Committee of Arlington,

Ladies and Gentlemen:

I hereby submit my fifth annual report as Superintendent of Schools in the Town of Arlington. The report deals with some details of our school system which ought to be of public interest. There are many phases of school work which should be covered by a report of this kind. To this end I have asked the Senior and Junior High School Principals, the Elementary Supervisor, the Director of Guidance, and the Supervisor of Maintenance to submit reports of their work to me. I am, therefore, including portions of these reports as a part of my annual report.

The work of the schools has gone steadily forward during the past year. The plans for improvement which the Committee has approved from time to time have been put into operation. Progress has been made in various directions as the succeeding pages of this report will show. The best progress, however, which any school system can make is not found in the new projects which may be undertaken from time to time, but consist in the steady development of many minor improvements in school organization and classroom procedure of a non-spectacular nature. Indeed the best school achievement return is that which undertakes to solve its minor problems with as much enthusiasm and interest as those which are more readily noted by the newspapers and the general public. Much of the best advancement that a school system can make is impossible to include in a school report. Much of your Superintendent's time is consumed with apparently small adjustments or adjustments of such a nature as to keep the school system growing in a progressive manner.

ENROLLMENT BY GRADES, DECEMBER, 1936-1937-1938-1939-1940-1941

	Dec., 1936	Dec., 1937	Dec., 1938	Dec., 1939	Dec., 1940	Dec., 1941
High School						
Post Graduates	39	31	39	42	33	12
Seniors	313	333	351	424	420	445
Juniors	544	537	637	590	634	617
Sophomores	692	729	724	764	768	693
Industrial Class	32	28	30	23	27	20
Total High School	1,620	1,658	1,781	1,843	1,882	1,787
Junior High						
Grade 9	556	586	590	632	561	561
Grade 8	611	593	641	575	577	564
Grade 7	615	656	569	590	586	531
Total Junior High	1,782	1,835	1,800	1,797	1,724	1,656
Junior High Industrial Arts	73	76	75	72	57	57

Elementary						
Grade 6	646	580	596	602	530	506
Grade 5	587	593	599	558	505	533
Grade 4	597	597	551	516	518	502
Grade 3	592	554	530	519	500	470
Grade 2	584	542	525	492	477	466
Grade 1	508	507	476	482	485	497
Special Class	27	27	27	20	20	23
Total Elementary	3,541	3,400	3,304	3,189	3,035	2,997
Total of all grades.....	7,016	6,969	6,960	6,901	6,698	6,497

ENROLLMENT

You will note by the accompanying table of enrollment that, while there has been a decrease of two hundred one pupils in the enrollment during the past year, this decrease has not been entirely in the elementary schools, as has been the trend during the past few years. In fact, there has been a decrease of only thirty-eight pupils in the elementary schools, while in the junior high schools there has been a decrease of sixty-eight pupils and in the Senior High School a decrease of ninety-five pupils. I mentioned in my report of last year that the Senior High School enrollment had reached its peak. The decrease in the junior and senior high schools will continue for three or four years at least, unless we have a material growth in population due to building in the Town.

SENIOR HIGH SCHOOL

Following are excerpts from the report of the principal of the Senior High School:

“Because of the smaller enrollment, it was possible to organize the school this year with three teachers less than last year. After school opened in September, Mr. Ray L. Ellis was engaged to teach English and Mathematics. This was necessary because of very large classes in those two subjects and in Chemistry. We still find it necessary to use some rooms for home rooms which are poorly adapted to this purpose such as the library, science rooms, sewing and cooking rooms.

“At the close of the year last June, Mr. Douglass L. Eaton was appointed head of the mathematics department. Mr. Eaton, who came to the school in September 1929, has taught mathematics successfully for many years and has done considerable graduate study of the subject. Mr. Charles R. Campbell, who came to the school in September

1937, was appointed head of the English Department. He has had adequate experience in the study and the teaching of this subject. Both of these men have had administrative experience which will be of great value to them in their new positions.

"Because of the decrease in the number of pupils who elected to study Latin in the following year, no one was appointed head of the Latin Department. Miss Dorothy Rounds, who has been teaching in this department since 1930, was given the more advanced Latin courses which Miss Preston had taught so many years.

"In former reports I have emphasized the need and value of the Guidance Department. During the past year this department under the excellent and skilful management of the director, Mr. Bert Roens, and his assistant, Miss Eleanor Collins, has increased its usefulness to the school to a great extent. Mr. Roens' report will deal specifically with the work of the department during the past year and will be, I feel sure, of great interest. The School Committee voted toward the end of last year to put this department under the direct administration of the school department. Up to that time it had been operated entirely as a project by the Harvard Graduate School of Education. To that institution we owe much, I believe, for initiating this guidance work in our school and for proving its great value to us."

JUNIOR HIGH SCHOOLS

Following is report of the junior high school principals for the past year:

"Courses of Study

Courses of study in Science and French were written by representative teachers of those subjects. The tentative courses of study previously outlined in Social Studies,

English and Mathematics, and used the past school year on an experimental basis, were found to be most satisfactory, and it is planned to continue their use. In Business Arithmetic a new text was adopted resulting in some adaptation to the present course of study for the coming year. Courses of study for Health and Guidance are being planned.

"Safety"

A drive for safety on the streets was led in order to improve traffic conditions.

"Reading"

Mr. Keating, in his meetings, reported an improvement in the elementary schools in the ability of the pupils to read. It now becomes the task for junior high schools to continue instruction in reading for those who need it. As a result, reading classes for the last-named group are in operation in each of the three junior high schools. As the program in the elementary schools improves, such instruction will be less necessary in the upper grades.

"National Education Association"

The Superintendent arranged to have Mr. Nixon, Secretary of the Massachusetts Teachers' Federation, speak to the teachers in regard to membership in their own organization, the National Education Association. Afterward, a very successful drive was carried on in all the schools.

"Textbooks"

At the November 12th meeting of the junior high school principals a definite improvement was noted in the textbook situation by all principals.

"Air Raid Drills"

At the present time, each school is studying individually the problem of proper air raid drills in order to maintain the safety of pupils entrusted to us."

ELEMENTARY SCHOOLS

Miss Gregory, our supervisor of elementary education, has been with us only a short time, but already has proven to us that she will give a high type of leadership to the teachers in the elementary grades. Below are excerpts from her report.

"Courses of Study"

In planning my new work I found that committees had already been appointed to begin work on making a course of study in English and one in Safety. These committees were partially reorganized in order to have a representative from each elementary school, thereby making it possible for the principal and teachers of each building to get a first-hand report of the work being done. We have divided the work of each course of study into eight units, and the teachers have chosen a unit in which they are interested to give special study. Half of the teachers in each building are working intensively on English and half on Safety, but there is opportunity for general discussion in either subject as the need arises. The eight chairmen for each course, who serve as a steering committee, meet with the Supervisor at stated times and plan the work to be accomplished. These joint meetings also serve as a clearing-house for discussing problems which arise in regard to the courses and assure uniformity and continuity of subject matter. Each chairman in turn conducts as many meetings in her building as she finds necessary to complete the work which has been outlined. We expect that both courses will be completed in June. Each teacher is working willingly and faithfully and appears eager to give this special service.

Principals' meetings are held at least once a month to discuss common problems and to unify the work of the elementary grades.

"Testing program"

Sixty-six pupils who needed special study were tested

by Dr. Lincoln in December. Dr. Lincoln's recommendations for each child have been carefully analyzed by the Supervisor, principals and teachers and constructive follow-up treatment is in process. I have had conferences with parents and have made several home visits in regard to pupils whom it seemed wise to transfer to special classes or to the Junior High Industrial Arts School, or to be given part time work at the Boston University Clinic for Remedial Reading. I wish to make special mention of these parents who have been so understanding and cooperative in following our recommendations and who have so generously expressed appreciation of our efforts.

"First Grade Entrants"

Of the cases tested by Dr. Lincoln, nineteen are first graders, and among that number are ten who are rated as immature for Grade I. That leads me to refer to last year's record of first grade repeaters which numbered forty-eight. Without doubt many of these pupils would have been definitely better off to have waited a year before entering school. Because some children mature more slowly than others, their readiness to do things comes at different ages. We do not expect children even in the same family to creep, walk, or to use their playthings at the same age. It seems reasonable to assume that all children are not able to achieve success in Grade I at the same chronological age. Learning to read is a complex process, and physical, social and emotional factors, as well as mental, affect the acquisition of this skill. Mental age is a better criterion of success in reading than is chronological age. Studies of children's progress in Grade 1 and later school work show that if we wait until children are at least six years, or better still, six and one-half years of age mentally, we shall be more certain that they are ready to read. It is important that a child experience successful achievement in his beginning school work, and in order to accomplish this, it is necessary for him to be mentally able to cope with the situation. To force a child to do a particular type of activity

before he is able, accomplishes little so far as the desired activity is concerned and may result in discouragement and maladjustment."

SPEECH CORRECTION CLASSES

Last year the School Committee engaged Mrs. Zulma Simonds to start speech correction classes. Mrs. Simonds is a teacher of long experience and special training in this work. Previously, the Arlington School Department has done very little in this field, meeting the needs of only twelve or fifteen pupils through Boston schools of speech correction. This year Mrs. Simonds is giving three days a week in our various elementary schools and has had an enrollment the past four months of one hundred and seventy-seven pupils, twenty-eight of whom have had their difficulties corrected and have been discharged. This is very valuable work, and at the present time we are helping a large number of children.

PROFESSIONAL IMPROVEMENT

As continued evidence of the professional spirit and growth of our teachers approximately fifty have pursued courses during the past year which were of cultural and professional value. There is a keen desire on the part of most of our teachers to make themselves more efficient and to grow in their ability to do better and more effective teaching. In a very real sense the names of the teachers who have taken these courses should be on an honor roll.

CHANGES IN THE TEACHING STAFF

Resignations:

- Lois E. Parks—High School, Home Economics
- Marjorie H. Burr—Junior High School Center, Home Economics
- Rita Ring—Junior High School Center, Arithmetic and English
- Mary J. Herlihy—Junior High School East, French

Darrell Brown—Junior High School East, English
Gertrude Bruns—Junior High School West, Physical
Education

Marion L. Brine—Junior High School West, Social
Studies

Marguerite Holland—Crosby School, Grade V

Natalie E. Burke—Cutter School, Grade III

Georgie A. Melia—Hardy School, Grade VI

Margaret C. Ahern—Hardy School, Grade IV

M. Elizabeth Shannon—Peirce School, Grade II

Ruth E. Madden—Peirce School, Grade VI

Mildred G. Kidder—Piano Classes

Retirements:

Sarah J. Bullock—High School, Head of Mathematics
Department

Alice A. Preston—High School, Head of Latin Depart-
ment

Sara M. Henderson—Crosby School, Grade III

Alice W. King—Hardy School, Grade V

Amy D. Young—Locke School, Grade II

May P. Browne—Russell School, Grade II

Mary Elizabeth O'Connor—Supervisor of Elementary
Education

Deceased:

Alice Treat—High School, Head of English Depart-
ment

Agnes M. McCabe—Peirce School, Grade VI

Leaves of Absence

John A. Geary—Junior High School West, printing

Effie M. Pottle—Russell School, Grade IV

Appointments:

Dorothy E. Anderson—High School, Home Economics

Ray L. Ellis, substitute—High School, Mathematics and Chemistry
Dorothy M. Valentine—Junior High School Center, Home Economics
Arthur L. Tuohy—Junior High School East, English
John E. Howard, substitute—Junior High School West, Printing
Marjorie K. Ionta—Junior High School West, Physical Education
Mabel R. Locke—Crosby School, Grade IV
Marcella Tierney—Crosby School, Grade III
Edith M. Osterlund—Cutter School, Grade III
Janet C. Rutherford—Hardy School, Grade IV
Hazel R. Heath—Hardy School, Grade IV
Rena E. Lilly—Hardy School, Grade V
Helen D. Conley—Peirce School, Grade II
Gertrude F. Donahoe—Peirce School, Grade VI
Ruth Hickey, substitute—Peirce School, Grade I
Cleone A. Cummings—Russell School, Grade II
May M. Coffey, substitute—Russell School, Grade II
Ruby M. Wilkins—Russell School, Grade VI
Katherine T. Gregory—Supervisor of Elementary Education
Americo Chaves—Piano Classes

Transfers:

Douglass L. Eaton—High School, from position as Mathematics teacher to position as head of Mathematics Department
Charles R. Campbell—High School, from position as teacher of French to position as head of English Department
James A. Smith—from Junior High School West to Junior High School Center, as Mathematics teacher
Beryl K. Sullivan—from Russell School, Grade VI, to Junior High School West as Mathematics teacher

Dorothy W. Byrne—from Fifth Grade to Sixth Grade
at Hardy School

Of the changes in personnel in 1941, thirteen of our teachers resigned to be married, one entered another vocation, seven retired, two died and two took leaves of absence. Due to reorganization, the number of teachers in the High School is two less and in the Elementary Schools one less.

MAINTENANCE DEPARTMENT

Following is a list of some of the larger items of repair accomplished during the past year, under the direction of the Supervisor of Maintenance.

High School

Painting of the entire outside of both the old and new buildings.

Repainting of brickwork of exterior wall at rear of stage in old building and a section of third floor corridor wall.

Installation of a new center wall between two large steam boilers in old building.

Installation of new grate bars in boiler No. 2.

Repairs and replacements on all window shades in both buildings.

Replacement of refrigeration unit in large refrigerator.

Junior High School Center

Installation of asphalt tile flooring in rooms 6, 7 and 8.

Installation of one hundred and four sets of new pedestal type classroom furniture in rooms 6, 7 and 8.

Installation of Mason thresholds at front and rear entrance doors.

Junior High School East

Installation of new roof over the gymnasium and auditorium.

Installation of forty-two sets of new pedestal type classroom furniture in music room.

Replacement of lock cylinders on all outside doors.

Repairs and replacements on all window shades.

Repairs to brickwork on boiler No. 2.

Painting of all outside doors.

Junior High School West

Repainting of brickwork on southeast wall and repainting of capstone.

Painting of cooking room, toilets, shower rooms, rooms 28 and 29, and touching up in other rooms.

Removal of partition between rooms 26 and 27.

Repairs and replacements on all window shades in building.

Repair of front entrance steps by the W.P.A.

Installation of asphalt flooring in cooking room.

Damaged plaster around windows and walls in rooms 4, 24 and 25 replaced and patched.

Painting of all outside doors.

Junior High Industrial Arts School

Completion of new cooking room.

Brckett School

Cement curbing at front of building replaced by the W.P.A.

Cement capping placed on present stone wall around playground by the W.P.A.

Crosby School

Installation of new cement walks on the Winter and Oxford Streets sides of building by the W.P.A.

Repairs on brickwork of boiler No. 2.

Remodeling of electric wiring in parts of the building.

Outside gong replaced.

Wood floors patched throughout the building.

Installation and piping of a hot water system to certain fixtures.

Repairs and replacements on all window shades.

Application of Gulf sani-soil to the playground.

Cutter School

Painting of all outside doors.

Repair of stairway plaster on Robbins Road side.

Installation of new grate bars in boiler No. 1.

Painting of classrooms 9, 10, 11, 12 and 16 and teachers' room.

Repair of brick work in boilers No. 1 and No. 2.

Installation of Mason stair treads at the boys' entrance door.

Hardy School

Repairs and replacements on all window shades.

Painting of all outside doors.

Locke School

Six hundred square feet of new pine flooring laid in the lobby on the Paul Revere Road side of building.

Installation of a wash bowl with all connections in the clinic room.

Patching of loose plaster in first floor corridor ceiling and in classrooms.

Painting of boys' and girls' sanitariums on second floor and principal's office.

Painting all outside doors.

Parmenter School

Completion of new basement store room by the W. P. A.

Twenty pupils' desks stripped and refinished.

Peirce School

New linoleum laid in the principal's office.

Painting of all outside doors.

Painting of rail fence.

Russell School

Removal of poor section of flag pole.

Erection of wooden fence between school and adjoining property.

All Schools

Repair and painting of all flag poles.

In addition to the above there were many jobs accomplished by our Maintenance Department, too numerous to be listed in this report.

ACCOMPLISHMENTS

Only two of the seven recommendations which your Superintendent made in his report last year can now be called accomplishments. One was the recommendation that guidance study be continued and made a permanent part of our school curriculum. Mr. Roens, whose report is appended, has charge of this work at the present time. The other recommendation which was carried out was the painting of the exterior of the High School.

RECOMMENDATIONS

I repeat my recommendation which has been made for several years in regard to a vocational school. The need for this type of training is greater than ever before. We have a number of boys in our High School, and many who have left school, for whom there is a distinct need of vocational training. While there will be considerable cost to the introduction of this type of training, nevertheless, it is bound to result in a reduction in the enrollment in the academic High School, with a commensurate saving in teaching personnel there eventually.

I wish again to urge you to install a telephone and sound system in the High School. While there has been a dire need of this service for a number of years, it is needed more than ever now, due to the defense situation. There are approximately 1800 pupils in this building and it is impossible to get a message to one of them without sending some one, as I called to your attention in my previous report. This necessitates pupils leaving their work to do errands. Every other school in the system has telephone service within the building, and there is more need for it in the High School than in any other building in the department. I would suggest that an Article be placed in the Warrant asking the Town to give consideration to this problem.

I would feel that I was remiss in my duty if I did not again call to your attention the need of a new building in the Russell School district, and also urge the completion of the George H. Lowe, Jr., Memorial Auditorium.

CONCLUSION

The year 1942 has come to us with serious conditions facing the community, the State and the nation. Though no person can tell just how and when, there is no doubt that these problems will eventually be solved. The first need of any community in the United States today is the care and training of the children who are to solve the problems of tomorrow. The teachers of our community, together with all members of their profession, have shown themselves ready to meet the challenge of each day quietly and unafraid because they believe in the ideals of education and in the good faith and loyalty of the American people.

It is our endeavor to keep in mind continually the real aim of *education in a democracy*, which is the training of individuals for social efficiency and social betterment. In order to accomplish this we must instruct children in the formation of right habits, in acquiring the skill necessary

for rendering some service needed by society and essential to the permanent well-being and efficiency of the individual, in the processes and experiences necessary for the acquisition of useful knowledge, in the habit of thinking clearly, in the establishment and tendencies to right conduct and in the principles of good citizenship.

We are far from realizing these objectives but we are sure that from year to year progress has been made and that in Arlington, as well as elsewhere, the education of American youth is becoming more effective. A community must always hold to the vision of the possibilities of its school system and must ever consider the investment of its time, energy and money in education the most essential one that it makes.

The schools of the community are the proper agencies set apart by society for the development of human resources. The better the schools are able to adjust their program to the individual differences of each child, the better they serve to develop our human resources, which are our most valuable possessions.

I wish to express my sincere gratitude to principals, teachers, supervisors and all other employees who have so faithfully performed every duty for the welfare of the children. I wish, also, to thank the other Town departments and parent-teacher associations, which have cooperated with the School Department during the past year. Lastly, I wish to express my appreciation to the School Committee for its helpful assistance and encouragement in the formation of educational policies and in the management of the schools.

Respectfully submitted,

(Signed) JOSEPH S. KEATING,
Superintendent of Schools.

January, 1942.

GUIDANCE DEPARTMENT

Senior High School

To the Superintendent of Schools:

Sir:

I have the honor to submit the following report of the activities of the Guidance Department for the year 1941:

CONTINUATION OF GUIDANCE WORK

In consequence of your interest and that of the School Committee, the program inaugurated by the Harvard-Arlington Guidance Study in the Arlington schools was, in September, taken over by the School Department. In order that the program should not be interrupted during the transition year (1941-42) additional financial support was made available through the grant of Mrs. Chester Noyes Greenough to the Harvard Graduate School of Education.

AIM OF THE GUIDANCE DEPARTMENT

The aim of the Guidance Department has been to continue to provide assistance to students in order that they may recognize their potentialities and limitations, to develop their abilities to the fullest possible extent, and to utilize this knowledge and development in planning their school and post-school careers.

RE-ORGANIZATION

During the past year the administrative work of the Guidance Department has been concerned with making provisions for extending its services to cover as many secondary school pupils as possible without "spreading itself too thin." It is not possible for two counselors in a high school of approximately 1800 pupils to work effectively with every pupil. To attempt to do so would probably result in hur-

ried, "hit or miss" counseling which cannot be expected to be of much assistance to pupils. However, by careful planning and budgeting of the time of its two counselors, the Guidance Department has been able to accomplish the following:

1,297 interviews with 493 pupils in class of 1941 and with 93 of their parents

789 interviews with 317 pupils in class of 1942 and with 29 of their parents

269 interviews with 198 pupils in class of 1943 and with 62 of their parents

131 interviews with 82 junior high school pupils

572 interviews with 116 teachers in junior and senior high schools.

These interviews averaged about 15 minutes each and do not take into account briefer contacts with pupils and teachers. In addition to the interviews, intensive follow-up work was carried on by the counselors.

NINTH GRADE TESTING

For the first time, every ninth grade pupil in all the junior high schools was tested last spring for learning and reading ability. These tests were administered for two purposes. First, they provide invaluable information supplementary to school marks in helping pupils to select courses in high school. Second, these tests when combined with marks and teacher recommendations have facilitated the grouping of tenth grade pupils more effectively for instructional purposes. For example, a pupil with better than average learning ability who is very good in mathematics, but is a slow reader, would be placed in a fast mathematics division, and in an English division in which he would get extra help with his reading difficulty.

COORDINATION OF THE JUNIOR-SENIOR HIGH SCHOOL GUIDANCE PROGRAM

In order to systematize the group guidance program in the Junior and Senior High Schools, the Junior High School guidance teachers are meeting weekly with the Director of Guidance. These meetings are planned to revise the courses of study in group guidance classes for grades seven, eight, and nine and to improve the guidance records which accompany the junior high school pupils into the high school. These records have, during the two years of their use, made available to teachers more complete information on each of the pupils in their classes. As a result, many of the pupils have made the transition from junior to senior high school more easily.

“GUIDED GROUP”

The Harvard-Arlington Guidance Study was set up to investigate the effectiveness of a systematic guidance program in the Arlington secondary schools. For this purpose a group of two hundred representative eighth grade pupils was selected during the school year 1936-37 for special study and counseling during the remainder of their public school careers in Arlington.

Unfortunately, it was impossible to work with all eighth grade pupils at that time because, although the grant was generous, it was by no means adequate to provide comprehensive guidance for more than part of the school population. The selection was made in such a manner as to secure a cross-section of the school population including both pupils who showed a great deal of promise and ability and pupils who needed help. These pupils will be referred to as the “guided” group.

Another group of pupils was selected at the same time (1936-37) and matched with the “guided” group according to sex, age, marks, mental ability, and grade. This group

was not given any special counseling by the Harvard-Arlington Guidance Study and will be referred to as the "non-guided" group.

In the last Annual Report, the difference between the "guided" and "non-guided" groups in terms of school subject failures was demonstrated. There was noted a marked decrease in failures of the "guided" group as well as a marked decrease in curricula change.

In addition to these two groups many other pupils in all of the classes were referred to the counselors by school personnel and parents during the years of the Study. In each case an effort was made by means of interviews, tests, and conferences with teachers and parents concerned, to assist the pupil in solving his or her problems.

SENIOR CLASS SURVEY

Most of the pupils in the "guided" and "non-guided" groups graduated last June. A survey of the entire senior class made prior to graduation revealed the following results:

	Entire Senior Class	Non-guided	Guided
Pupils with no definite plans after graduation	38%	35%	6%
Pupils with definite plans but no promise of employment	14%	16%	11%
Pupils who had promises of employment	15%	17%	28%
Pupils going to college	18%	14%	32%
Pupils going to schools other than colleges	15%	18%	23%

Arlington is not peculiar in the high percentage of pupils about to graduate who have no definite plans about their future. Investigations made throughout the country reveal that approximately 30% to 40% of the pupils who graduate from our high schools have no future plans. By providing adequate counseling facilities for our pupils, this

number can be reduced markedly as demonstrated by the "guided" group.

The Guidance Department went to great lengths to provide prospective job-seeking students with employment contacts; with information about interviews for jobs; with help in preparing letters of application for jobs; and with information about requirements, current conditions, advantages, disadvantages, earnings, chances for advancement, and so on. Similarly, seniors who expected to continue their schooling were given help in planning for appropriate education and training. Although the "guided" group was worked with most intensively, practically all seniors were informed of sources for advice to which they could turn. As in past years, placement work with many seniors was done also by the Vice-Principal and by the Commercial Department.

It is to be noted that a larger percentage of "guided" pupils went to college than "non-guided." The reasons for this seem to be that:

1. Pupils with high academic ability who never considered going to college became interested when their abilities and possibilities were demonstrated to them.
2. Because of the detailed and comprehensive information provided to colleges by the Guidance Department, a number of the "guided" group were admitted although they did not meet specific entrance requirements. However, the Guidance Department recommended only such pupils to colleges who, by test scores and other means, demonstrated that they were able to do and interested in college work.
3. Although both groups contained approximately pupils of equal ability and home background, the counselors were able to indicate to pupils in the

“guided” group scholarship opportunities about which they were unaware.

The Guidance Department has been very conscious of its duty to help to discover and to direct possible future leaders. To that end, pupils who demonstrated high mental ability and gave evidence of characteristics of leadership were given as much attention as pupils who “needed help.”

NATIONAL DEFENSE

During the past summer an Engineering Defense Training Course was set up in a number of local colleges in this area for pupils who graduated from high school and who had taken certain college preparatory courses. The instruction was free and the course lasted for approximately two months. The Guidance Department recommended nine pupils who qualified for this course and all completed the work satisfactorily. With one exception these boys are now employed in responsible positions with firms manufacturing war materials.

Thirteen boys were recommended to free machine shop training courses established during the summer in connection with National Defense and ten of these boys are already employed and with the exception of three boys, all are employed in machine shops.

RECENT FOLLOW-UP OF THE GRADUATING CLASS

In November, return post-cards were sent to all members of the class of 1941 in an effort to determine their present status. To date, returns have been received from approximately 80% of the class. These revealed that practically all boys were employed or attending school or college and that about 90% of the girls were so engaged. It appears to be easier for high school graduates to obtain employment now than has been the case for some years past.

However, in comparing the "guided" with the "non-guided" group, it was found that:

	<i>Non-guided</i>	<i>Guided</i>
Graduates dissatisfied with their employment and who were anxious to make a change	31%	5%
Employed graduates who were attending evening school	21%	62%

Approximately six out of every 20 pupils in the non-guided group found themselves in work they did not like, whereas only one in every twenty of the guided pupils found themselves in the same situation. The most common reason for this dissatisfaction seemed to be that the jobs were "dead-ends" and had no future.

The Guidance Department has encouraged those whom it has counseled to continue their education and training in appropriate fields even though they are employed and this may help to account for the major differences in numbers who are taking evening courses.

SURVEY OF 1941 GRADUATING CLASS AS OF
DECEMBER 31, 1941

Employment	
General Office Workers.....	47
Messengers and Office Boys..	15
Sales Workers	13
Mechanical Workers	13
Stenographers	11
Factory Workers	10
File Clerks	8
Stock Clerks	7
Typists	7
Office Machine Operators.....	5
Shippers	5
Laborers	4
Bookkeepers	4
Service Station Attendants..	3
Telephone Operators	3
Secretaries	2
Waitresses	2
Ushers	2
Governess	1
Housekeeper	1
Library Attendant	1
Cashier	1
N. Y. A.—Clerical.....	1
Total	166

Educational Institutions	
Business Schools & Colleges	60
Liberal Arts Colleges.....	50
Teachers Colleges	24
Junior Colleges	16
Engineering Colleges	13
Nursing Schools	9
Preparatory Schools	7
Trade & Vocational Schools	7
Art Schools	1
Private Instruction	1
Total.....	188

United States Service			
Army	6	Post-Graduates as of	
Navy	4	Dec. 31, 1941	12
C. C. C.	1	Known to be unemployed	
Merchant Marine	1	as of Dec. 31, 1941.....	22
Total	12	Total	34
		Total number replying.....	400
		Total not replying.....	109
		Grand Total	509

Pupils working and attending evening schools

Business Training 12, Liberal Arts 3, Technical and Vocational 17
Total—32

The Guidance Department recognizes that the effectiveness of its work is due in large measure to the increasing attention that many of the teachers are giving to individual differences among their pupils. These teachers have referred to the Department pupils who need attention and have cooperated in working out remedial programs for these pupils. Such cooperation makes it possible for the guidance staff to reach more quickly all pupils needing help and to apply its specialized services more effectively.

Respectfully submitted,

(Signed) BERT A. ROENS,
Director of Guidance.

LIST OF HIGH SCHOOL GRADUATES

1941

*HONOR STUDENTS

Abbott, Warren George	Bower, Donald
Adamian, Haig John	Brawley, Francis
Adams, Alice Loretta	Bresnihan, Frank
Adduci, Mary Josephine	Briggs, Richard George
Albertelli, Lillian Adele	Brigham, Vivien Jean
Alexander, Miriam Joyce	Broeg, Arthur E.
Alexander, Paul Joseph	Brown, Gladys Rae
Alfano, Vincent D.	Brown, Jean Mary
Alger, George P.	*Brown, Richard Maurice
Allen, Dorothy Ann	*Buckle, Barbara E.
*Alsen, Dorothy Anne	Buckley, Elizabeth F.
*Alsen, Ruth Elizabeth	Buckley, James H., Jr.
Anifantis, Dorothy Irene	Buckley, Ruth I.
Anifantis, Nicholas	Burke, Ruth Marie
Arata, Barbara Rose	Butler, Lawrence B.
Arseneault, James A.	Butler, Norman L., Jr.
Axelby, Winnifred Louise	Cadario, Natalie
Babb, Evelyn Marie	Campbell, Mary E.
Bachofner, Laurie Clyde	Campobasso, Daniel J.
Baird, Charlotte Jane	Canniff, Robert T.
Balzer, Donald Joseph	Carlino, Fortune A.
Barney, Phyllis Jeane	Carlino, James J.
*Barry, Evelyn Claire	Carlino, Theresa Anne
Barry, Marjorie Catherine	Carlson, Edith Louise
Barton, Russell Lee	Carter, Louise Frances
Bates, Adelaide Cecelia	Casey, Eva Marie
Battis, Marjorie Elizabeth	Caterino, Barbara Marie
Beaudet, Helen Jean	*Caterino, Rita E.
Beaumont, Virginia Lee	Channen, Henry
Beers, Rowland Austin	Chase, Barbara Anne
Belcastro, Salvador P.	*Clare, Ruth Helen
Belyea, Edward G.	Clark, Cathleen Frances
*Belyea, Frances E.	Clifford, Frances
Berberian, Vahan K.	Cobb, Donald M.
Berrie, Albert	Cody, Thomas Kevin
Berry, Mary Elizabeth	Coiley, Marjorie Louise
Birch, Barbara	Colameca, Irene Eleanor
Black, William Spence, Jr.	Colby, Barbara Marie
Blakeney, Edward K.	Colby, Bartholomew Paul
Blanchard, Arthur Hilaire, Jr.	Cole, Gloria June
Blanchard, Leon E.	Coleman, John Joseph
Blessington, Alice Theresa	Collins, James Walter
Bond, Warren	Collins, Norma Ann
Bott, Virginia	Connolly, Dorothy Rita
Boudreau, Claire G.	Connolly, Francis X.
Boudreau, Theresa Mary	Connolly, Mary Alice
Boudrow, Eleanor Marie	Conway, John Francis
Bourgeois, Gerald	Cook, Carolyn
Bourgeois, Raymond J.	Cook, Robert
Bowen, Ruth M.	Cooper, Alfred Edward

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1941

*HONOR STUDENTS

- Cooper, Katherine Angela
 Coppola, Antoinette Marie
 Cotter, Thomas William
 Cox, Nancy Jane
 Coyne, Margaret Patricia
 Craig, Margaret E.
 Creedon, John Francis
 Cripps, Leonard Bryant
 Crocker, Eleanor Ruth
 *Cronan, Stephen Anthony John
 Cronin, N. Constance
 Cronin, Thomas George
 Crooker, Dorothy Rhoda
 Cullinane, Beth Eileen
 Cummings, Eileen Rose
 Cummings, Rita Merle
 Cunha, Richard Joseph
 Cunningham, Elizabeth Augusta
 Cunningham, Henry Ernest, Jr.
 Curley, Edward A.
 *Curtis, Walter Elliott
 *Daley, Eleanor Louise
 Dallin, June H.
 Dauphinee, Ruth Covell
 *Delaney, John Joseph
 Denault, Timothy J.
 Denvir, Shirley Marie
 DeRoche, Francis Joseph
 Desmond, John G.
 DiDonato, Leonora A.
 Dingwell, Doris D.
 Dobbs, John Richard
 *Dockrill, Ruth Frances
 *Dolan, Joseph Francis
 Donahoe, Barbara Ann
 Donlon, Carl James
 Donlon, Mary Catherine
 Donnelly, Dorothy Ann
 Donnelly, James A., Jr.
 Dorington, Virginia A.
 Douthart, James Alden
 Downie, Louise R.
 Doyle, Alice Gertrude
 Driscoll, Christine Joan
 Duane, Mary Margaret
 Duddy, John Joseph
 Duffy, George S., Jr.
 Duggan, Paul Francis
 Duncan, Nancy
 Dwyer, Francis G.
 Edwards, Marcia Elaine
 Edwards, Ralph W.
 *Egan, Alice Crane
 Elgee, Harry N.
 Ellis, Lewis L., Jr.
 *Evans, Elizabeth Anne
 *Fagerland, Marjorie Ann
 Fahnley, Paul
 Fawcett, George Campbell
 Fellman, Sigward A.
 Fereshetian, Albert Malcolm
 Finneran, Barbara Anne
 Finnerty, John Joseph
 Fitzgerald, Ruth L.
 Fitzpatrick, Carolyn Marie
 Fitzpatrick, Robert Francis
 Flanders, Charles R., Jr.
 Fleming, Barbara M.
 Flynn, John Joseph
 Flynn, Ruth Ellen
 *Folsom, Carolyn Anne
 Foran, John N.
 Foster, Kenneth Alan
 Foster, Noel J.
 Fountain, Carol Anne
 Fownes, Marilyn Ruth
 Fox, Donald Stewart
 *Frederick, Claire Marguerite
 Fyler, Hazel Virginia
 *Gaddis, Eleanor M.
 Gallagher, Elizabeth H.
 Gallagher, Helen M.
 *Galluzzo, William Charles
 *Garcelon, Jeanne
 Garrity, Paul Gerard
 Gately, David T., Jr.
 Geary, Edward Aloysius, Jr.
 *Gechjian, Haig Garo
 Geddes, Lois Geraldine
 Gilman, Bette
 Giordano, Theresa Louise
 Giove, Angela M.
 Gleason, John Joseph, Jr.
 Gleason, Robert Blanchard
 Glendon, Daniel Richard
 Glover, Norman John, Jr.
 *Goodwin, Barbara Constance
 Gordon, Winifred Audrey
 Gorell, Alfred Edward, Jr.
 Gorton, Mavis Sutcliff
 Gott, Gertrude Bernice
 *Gott, Katherine Louise

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1941

*HONOR STUDENTS

- Goud, Harold Irving
 Graham, Lawrence Edward
 *Graham, Patricia
 Grant, John Crocker
 Graves, Burton
 Greek, Edgar G.
 Greim, Robert Henry
 Guanci, Ralph Peter
 Gutteridge, Leigh Hamilton
 Halleran, Dorothea Virginia
 Hamilton, Bernice Marie
 Hanley, Anna Marie
 Hanlon, John V.
 *Hannabury, Robert Thomas
 Hansen, Elizabeth Ann
 Hansen, Francis Arthur
 Hansen, Harry Neils
 Harding, Harold Joseph
 Harrington, John M.
 *Hart, Janet Anne
 Hartling, Geraldine Marie
 Harvey, John Vincent
 Hathaway, Grace J.
 Hayes, Wilmer Farrell
 Healey, Elizabeth Anne
 Healey, Margaret Mary
 Healy, Phyllis Ann
 Heaney, Elizabeth M.
 Heath, Richard Clark
 *Heeger, Marilyn
 *Henrickson, Ruth Elsie
 Herlihy, Robert Edward
 *Hession, Patricia Ann
 Hill, Arthur Stephen
 Hill, Leonard R.
 *Hilton, James Donald
 Holleman, George Wilbert
 *Holmes, Bette Audrey
 Horne, Rita Mary
 Howell, Mary Florence
 Hughes, Ruth Eleanor
 Hunter, Joan
 Hurley, Margaret Mary
 Jefferson, Albert E.
 Jefferson, Rita Eleanor
 Johnson, Harold Eugene
 Johnson, Irene Liliias
 Johnson, John M.
 Johnson, Leonard R.
 Jonasson, Anna Hedwig Emilia
 Jones, Edith May
 Karlson, Nina Helen
 Keane, Mary Constance
 Keating, Edward Joseph
 Keating, Evelyn G.
 Keefe, Mary Pauline
 *Kelley, James Edward
 Kellogg, Doris
 Kelly, James Joseph, Jr.
 Kenerson, John Lester
 Kennefick, Katherine Mary
 Kenney, Frances Mary
 Kenniston, Eileen Mary
 Keough, Paul Dana
 Kewer, Dorothy Alice
 Kimball, Beverly Jacqueline
 King, Marguerite Phyllis
 Knuepfer, Edgar E.
 *Kolegue, Helene S.
 *Kraff, Louis, Jr.
 *Laffert, Ernestine Elise
 Lancelotta, Camelina Mary
 Lane, William Francis
 Lantigua, Meredith Elizabeth
 Larue, Paul H.
 Leaman, Albert Ernest
 LeBaron, Warren Francis
 Leonard, Adele Ruth
 Levine, Eilora Ruth
 Lewis, Dorothy Elaine
 Lindahl, Donald A.
 Lopez, Violet Eleanor
 LoPresti, Gloria E.
 Lovejoy, Stanley W., Jr.
 Lyons, Ruth Gertrude
 MacArthur, Virginia
 MacInnis, Marie J.
 MacQueston, Alyce Vaughn
 Madden, Shirley Irene
 Maguire, Edward Charles
 Maguire, John Francis
 Maguire, Ruth M.
 *Mahoney, Betty Emily
 Mahoney, Mary Helena
 Makar, Frances Rhoda
 Mallette, Theresa Celeste
 Malouf, Waldense D.
 Malva-Gomes, Mariana G.
 Manning, Robert Edward
 Manning, Robert Paul
 Martin, Claire Sarah
 Maxwell, Virginia Elaine
 Mazmanian, Ann Claire
 McArdle, Owen Edward

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1941

*HONOR STUDENTS

- McCarthy, Ann Marie
 McCarthy, George Edward, Jr.
 McClellan, Robert Gerard
 McCormack, Cecelia Frances
 McCoubrey, George Alfred
 *McCulloch, John James
 *McDevitt, Barbara Catherine
 *McDowell, Lucille Lillian
 McElligott, John F., Jr.
 McGann, Louise Alice
 *McGorty, Elizabeth Phyllis
 *McGowan, Catherine Theresa
 McGurl, Abbie Theresa
 McHugh, Elizabeth Regina
 McMann, Edith Robinson
 McNamara, Rita Theresa
 Medley, Richard Dominic, Jr.
 Mellin, Jean Beryl
 Mercer, Florence Elizabeth
 Meserve, Amy Foulk
 Miller, Barbara Louise
 Miller, Natalie Joyce
 Mitchell, Mary Constance
 Moon, M. Irene
 Mooney, Dorothy E.
 Moore, Natalie
 Moranian, Thomas
 Morison, Richard
 Morrell, Jack H.
 Morris, Donald Peter
 Mottia, Robert Gilbert
 Mottola, Henry V.
 Mullen, George Robert
 Muncherian, Alice
 Munro, Robert A.
 Munroe, Dorothy Mae
 Murphy, Arthur Francis
 Murray, Imelda Rita
 *Nelson, Norman W.
 Nille, Isabelle Chalmers
 Nilsson, Dora Wilhelmina
 Noring, Ernest Gunnar, Jr.
 Norton, Dorothy Marion
 Noy, Elenor Laurena
 O'Brien, Mary Esther
 O'Brien, Paul Vincent
 O'Connor, Catherine Mary
 O'Leary, Walter
 Olsen, Muriel Cecelia
 Olshewsky, Chester Paul
 O'Neill, Margaret Agnes
 O'Neill, Mary Elizabeth
 Oppedisano, Marie Jennie
 O'Reilly, Mary Agnes
 O'Shea, Robert John
 Owens, Edith Carmen
 *Paquette, Simone Berthe
 Pardee, John H.
 *Pasher, William Vedal
 Paton, Doris J.
 Paton, Francis A., Jr.
 Patriquin, Priscilla Louise
 Peabody, Elizabeth Jane
 Peirce, Nancy Rosemary
 Peterson, Marion Elaine
 Phillips, Constance Anne
 Pick, Virginia Ann
 Pierce, Joseph Dana
 Pigott, Elizabeth Ann
 Pillsbury, Janet Barbara
 Pittman, Marjorie Lillian
 Platine, Norman William
 Porter, Ruth Gertrude
 Potter, Robert Glover, Jr.
 Powers, Barbara Anne
 Powers, Karl Joseph
 Powers, Martin M.
 Pratt, Mary Louise
 Priest, Harry Francis
 Pullo, John Francis
 Quattrocchi, Josephine Natalie
 Quinn, Richard Lawrence
 Quirie, Esther Nancy
 *Ramacorti, Anna M.
 Rawding, Wilbur R.
 Reardon, Francis J.
 Reardon, Lawrence M.
 Reardon, Mary Frances
 Reardon, William Joseph
 Redlund, Ellen
 Rhodes, Janice Patricia
 *Ridall, Anna
 Rieck, Constance F.
 Riley, Marion A.
 Riley, Myrtle T.
 Riley, Philip Daniel
 Roberts, Leonard Parker, Jr.
 *Robichaud, Mildred Theresa
 Robinson, Marion Elizabeth
 Robinson, Mary Ruth
 Roche, Ann T.
 Rogers, Agnes T.
 Rooney, Anita Marie
 Rooney, Jean M.

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1941

*HONOR STUDENTS

- Rowsell, Norma K.
 Ruhl, Beverly Alva
 *Russell, Douglas Leigh
 Ryan, Audrey Claire
 Ryrholm, Richard Sanfred, Jr.
 Ryrholm, Robert W.
 Sacht, Constance L.
 Safgren, Norma A.
 Sagan, Edward J.
 Sale, Robert F.
 Samoorian, Arlene A.
 Sargent, Dorothy W.
 Scott, Barbara Jane
 Sevoian, Charles Paul
 Shaw, Phyllis M.
 Shaw, William M.
 Sheehan, John Philip
 Sheldon, Arthur Alfred, Jr.
 Shuman, Terry, Junior
 Simonds, Francis Joseph
 Skinner, Patricia Stevens
 Slade, Elizabeth
 Slater, Marylyn E.
 Smillie, Harriet
 Smillie, Roberta Jean
 Smith, Catherine Mary
 Smith, Mae W.
 Snowdon, David C.
 Sorny, Norma Bernice
 Sousa, Ruth
 Sparrow, Dorothy B.
 Spellman, Richard Lee
 Spina, Helen Florence
 Spofford, Philip Sargent
 Stafford, Mary Barbara
 Stafford, Ruth Elizabeth
 Starratt, Mildred Viola
 Stearns, Frederick S.
 Steinkrauss, Lawrence William
 Stevens, Nellie Davis
 Stevenson, William John, Jr.
 Stimson, Ruth Evelyn
 Storin, Ida Louise
 Strong, Robert Frederick
 Sullivan, Eleanor St. Agnan
 Sullivan, Terence M.
 Tashjian, George Edward
 Taylor, Harry Carl
 Taylor, Thayer
 *Tenney, Roger Creighton, Jr.
 Terjelian, John H.
 Theall, Dorothy
 Thies, Everett W.
 Thompson, Audrey M.
 Thompson, Stanwood
 Tighe, Ruth Mary
 Tighe, Thomas Francis
 Tobin, Margaret Regina
 *Torngren, Eleanor M.
 Tortorici, Phyllis Frances
 Totten, Dorothy Frances
 Travis, Henry Norman
 Tremblay, Jean Frances
 Tremblay, Mary Elizabeth
 *Turcotte, Anne Louise
 Turner, Phyllis Erlene
 Urquhart, Everett H.
 Urquhart, Wesley Carroll
 Wagner, James Marcell
 Walker, Jean Mary
 Walker, William Andrew
 Walsh, Jean Elizabeth
 Wanamaker, Howard
 Wannlund, Wallace Russell
 Waugaman, Charles Arthur
 Welch, Walter William, Jr.
 Wells, Barbara Leora
 *Weslowski, Robert Galvin
 West, Stanley
 Whalin, Elsie Virginia
 Whitney, Ruth Janet
 *Wier, Doris E.
 Wiggins, Edith
 *Wilcox, Walter Lowry
 Wilhelm, Raymond
 Wilkie, Herbert Marston, Jr.
 Wilkshire, Constance Mildred
 *Willard, Frederick Emmett
 *Willett, Edward Rice
 Wilson, Dorris Cole
 Wing, Vera T.
 Winget, Doris Elizabeth
 Wood, Gloria
 Woras, Charles Phillip
 Wraga, Mary Jane
 Wylie, Mary Constance
 Yaden, Angela Irene
 Yeaton, Helen Louise
 *Young, Jean Natalie

CERTIFICATE IN INDUSTRIAL ARTS

Marjorie Elizabeth Pettingill

PART II

STATISTICS

The following tables and information are given as matters of interest and value for permanent record.

I

GENERAL STATISTICS, SCHOOL YEAR 1940-1941

Population	40,013
Valuation of property, Jan. 1, 1941.....	\$57,668,400.00
Valuation of School property, Jan. 1, 1941....	2,587,900.00
Number of principals, Jan. 1, 1941	12
Number of supervisors, Jan. 1, 1941.....	3
Number of teachers, Jan. 1, 1941	242
Number of part time teachers, Jan. 1, 1941..	3
School census, children 5 to 16 years,	
October, 1940	7,001
Pupils enrolled during the year	6,819
Average daily attendance	6,223
Average number of days school kept.....	176
Average membership	6,634
Percentage of attendance	93.8
Total cost for support, school year 1940-41..	\$647,287.85
Average cost per pupil in average	
membership	\$97.57
Part of this raised from local taxation.....	\$593,345.15*
Number of senior high school graduates, 1941	510
Number of junior high school pupils who	
received certificates, 1941	515

*This amount is for fiscal year 1940

II
COMPARATIVE TABLE OF AVERAGE MEMBERSHIP
(Year ending June)

Year	High	Junior High School Center	Junior High School East	Junior High School West	Junior High Indus- trial Arts	Brackett	Crosby	Cutter	Hardy	Locke	Parmenter	Peirce	Russell	Totals
1937	1581.4	419.9	605.5	742.6	71.9	390.4	483.4	476.1	581.1	470.2	219.4	501.6	365.1	6908.6
1938	1628.3	426.1	593.1	793.7	68.5	382.5	459.2	441.3	574.4	461.0	208.6	494.2	331.7	6862.6
1939	1743.8	439.5	582.1	765.2	71.5	389.9	426.6	404.1	559.6	432.0	225.7	488.0	313.4	6841.4
1940	1818.7	436.4	575.5	771.3	69.8	397.6	414.0	393.4	572.4	422.7	181.1	464.5	301.3	6818.7
1941	1839.5	398.7	569.1	745.2	56.2	418.2	425.4	373.0	527.5	420.2	170.3	407.6	284.1	6635.0
*1941	1748.8	373.9	549.1	726.8	53.3	429.2	378.7	397.4	518.3	401.2	160.2	413.1	270.3	6420.2

*Fall Term

III

COMPARATIVE STATISTICS FOR CALENDAR YEARS ENDING DECEMBER 31

	1937	1938	1939	1940	1941
Total average membership	6,887	6,839	6,830	6,732	6,495
Total number of full time supervisors, principals and teachers	257	259	256	257	254
Total current expenses	\$645,426.	\$647,951	\$652,107.	\$654,053.	\$661,389.
Cost per pupil	93.72	94.74	95.48	97.15	101.83
Receipts from State and elsewhere.....	55,983.	56,116.	55,996.	55,243.	56,504.
Net cost from local taxation for school support	589,443.	591,835.	596,111.	598,810.	604,885.
Net cost per pupil from local taxation....	85.59	86.54	87.27	88.95	93.13
Total expenses for instruction (salaries, books and supplies)	510,109.	510,839.	511,189.	509,869.	513,071.
Vocational School Tuition	6,010.	7,349.	9,061.	9,149.	7,593.
Vocational School Tuition Receipts.....	2,327.	2,167.	3,606.	4,164.	5,122.

IV. FINANCES

(Note: These figures are given for the school year as reported to the
State Department of Education)

	1936-1937	1937-1938	1938-1939	1939-1940	1940-1941
General Control	\$16,004.63	\$17,064.07	\$17,427.33	\$17,792.05	\$17,035.25
Salaries of Supervisors, Principals, and Teachers	476,727.51	471,636.70	478,902.76	474,071.10	476,730.12
Textbooks	7,088.61	7,945.40	8,937.89	7,287.63	8,176.76
Other Expenses of Instruction	23,566.88	27,314.57	26,373.67	25,646.29	25,037.98
Janitors, Fuel, etc.	75,475.17	72,420.41	77,090.00	77,964.29	76,255.76
Repairs and Maintenance	31,956.44	28,071.91	29,362.75*	26,956.79	28,307.52
Libraries	1,332.88	1,320.91	1,428.26	1,524.40	1,561.97
Health	7,338.66	6,927.59	6,633.78	7,094.50	7,096.42
Tuition	40.61	43.83	59.50	72.81	16.55
Miscellaneous	6,978.82	6,701.74	6,592.44	7,263.16	7,069.52
Total for Support	\$646,510.21	\$639,447.13	\$652,808.38	\$645,673.02	\$647,287.85
Per Pupil Cost for Support	93.57	93.19	95.42	94.68	97.57
New buildings, grounds, equipment	2,689.35	7,072.76	12,403.59	11,101.67	12,062.93

*Including \$2,249.45 for hurricane damage.

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1940

ANNUAL REPORT
OF THE
SCHOOL DEPARTMENT
OF THE
TOWN *of* ARLINGTON
FOR THE YEAR
1940



1941
THE HAMPSHIRE PRESS, Inc.
CAMBRIDGE

378-94
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1240

SCHOOL COMMITTEE

JOSEPH J. BEVINS
Chairman

THERESE N. TURNER
Secretary

Term Expires March, 1941

MICHAEL A. FREDO9 Webster Street
JOHN P. MORINE62 Marathon Street
M. NORCROSS STRATTON.....11 Trowbridge Street

Term Expires March, 1942

HAROLD A. CAHALIN15 Johnson Road
JAMES W. KIDDER215 Crosby Street
KATHARINE W. LACEY32 Jason Street

Term Expires March, 1943

CLEMENT J. BEAUDET2 Walnut Terrace
JOSEPH J. BEVINS127 Scituate Street
THERESE N. TURNER130 Jason Street

* * * *

Regular Meeting
Third Tuesday of each month, except
July and August

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JAN 15 1944

UNIVERSITY OF ILLINOIS

REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Arlington:

The personnel of the School Committee for 1940 was unchanged, making the second year in succession that the same nine members have striven to give Arlington the best possible school system within the budget as voted at the annual town meeting.

The total budget for 1940 was \$661,519. of which \$7,463.25 was returned as an unexpended balance. The greater part of this saving was in the salaries' account which was brought about by consolidation and elimination of grades, due to the decrease in enrollment in the elementary schools, and the replacement of teachers at lower salaries.

The net cost of education to real estate taxpayers is materially reduced by revenue accruing to the town from the Commonwealth and from other sources. The receipts on account of education during the year 1940 are as follows:

General School Fund	\$51,030.63
Tuition of State Wards	2,895.56
Other Tuition	355.60
Rentals	412.50
Miscellaneous	549.10
	<hr/>
	\$55,243.39

These receipts added to the unexpended balance reduced the school cost to the real estate taxpayer \$62,706.64 or slightly more than one dollar per thousand on the tax rate.

When one considers that the school budget for 1931 was \$736,399. for almost a thousand fewer pupils and that the

1940 budget was \$661,519., the difference of \$74,880. is another saving of over one dollar per thousand in the tax rate. Part of the reductions have been made by putting off necessary repairs and paring to the bone purchases of textbooks and supplies. It is a question whether we have gone so far in this direction that we may be called upon to increase these items in the future.

A much needed paint job at the Senior High School has been deferred so that now it is one of the "must" jobs of the year and will require a large appropriation. The School Committee is ready to report on the plans for the completion of the George H. Lowe, Jr., Memorial Auditorium. It is hoped that civic-minded citizens of Arlington will see to it that this much needed improvement is started toward its completion.

The townspeople should feel proud of the quantity and quality of the athletic teams representing the school system, at a low cost to the taxpayer. The High School Athletic Association is in a healthy condition with all bills paid and a substantial balance in the bank.

A study of our salary schedules, which are much lower than most of the suburban school systems, resulted in increasing the maximum for men teachers from \$2,400. to \$2,600. In order to be eligible for this increase, the men teachers must meet specific rules and regulations formulated by the Superintendent and approved by the School Committee.

Marks and marking systems are always open to criticism and in this respect Arlington has not escaped. The Superintendent, with approval of the Committee, has devoted much time in attempting to have the teachers humanize their marks. In this connection, beginning with the next school year, the X mark, which was the lowest possible passing grade, will be eliminated.

It is our duty to call to your attention the following matters which will require action presently:

Completing inside telephone system in the new high school building and altering system in the old high school building so that both may be connected to one desk-type switchboard.

Replacement of the sixty-nine year old Russell School building which is no longer serviceable for the needs of the district it is trying to serve.

The addition of a vocational school to relieve the crowded condition at the high school, and help in the defense program. State and Federal aid are available for a school of this type.

Restore kindergartens in the school system, which were eliminated because of lack of classrooms. Space is now available in every elementary school building except the Hardy School.

For further information regarding the operation of your school department, we respectfully refer you to the report of the Superintendent of Schools.

We pay tribute to two of our teachers who retired in 1940. Both have given long service to the Arlington schools and have made a distinct contribution to the system. We refer to Miss Evangeline Cheney and Miss Edith W. Emerson. Miss Cheney began her teaching in Arlington thirty-five years ago in 1905 and at the time of her retirement, she was head of the Stenographic Department of the Senior High School. Miss Emerson's service began in 1921, covering a period of nineteen years as Principal of the Russell School. The Committee expresses its gratitude to both for their loyalty and for their valuable contributions to the educational system of Arlington.

We express our appreciation to the school officials,

teachers, and employees for their loyal support, and we thank the members of the various town boards and departments for their cooperation.

Respectfully submitted,
(Signed) JOSEPH J. BEVINS,
Chairman.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1940

To the School Committee of Arlington,

Ladies and Gentlemen:

I hereby present my fourth annual report as Superintendent of Schools in the Town of Arlington. I shall try to make this report as brief as possible, considering only the details of the Arlington school system that are of immediate and important public interest. Included in this report will be excerpts from the reports of the senior high school principal, the junior high school principals, the elementary school supervisor, and the supervisor of maintenance, as well as an appended report by Mr. Roens of the Harvard-Arlington Guidance Study.

ENROLLMENT

The enrollment table shows that the trend which has been evident for the past few years still continues, namely, a decrease in the elementary school enrollment and an increase in that of the high school. It has been pointed out in previous reports that the cost per pupil in the high school is thirty or more dollars than in the elementary schools. This, naturally, has its effect on our budget. I believe that the peak load in the high school has been reached and that there will soon be a reflection of the decreased enrollment in the grades below unless we have a material growth in population due to more home building in Arlington.

Arlington is a growing town with a great future. In view of this fact, it is most desirable to give consideration to taking care of children in the various districts in our town. I believe we should give careful thought and planning for the future. The children in the Morningside district at the present time must attend the Russell School. This school has surely served its time to the community and should be renovated or abandoned. The Morningside dis-

ENROLLMENT BY GRADES, DECEMBER, 1935-1936-1937-1938-1939-1940

	Dec., 1935	Dec., 1936	Dec., 1937	Dec., 1938	Dec., 1939	Dec., 1940
High School						
Post Graduates	46	39	31	39	42	33
Seniors	264	313	333	351	424	420
Juniors	528	544	537	637	634	634
Sophomores	704	692	729	724	764	768
Industrial Class	32	32	28	30	23	27
Total High School	1,574	1,620	1,658	1,781	1,843	1,882
Junior High						
Grade 9	537	556	586	590	632	561
Grade 8	580	611	593	641	575	577
Grade 7	608	615	656	569	590	586
Total Junior High	1,725	1,782	1,835	1,800	1,797	1,724
Junior High Industrial						
3rd year	20	25	23	21	27	18
2nd year	25	24	24	29	22	28
1st year	22	24	29	25	23	11
Total Junior High Industrial	67	73	76	75	72	57

Elementary						
Grade 6	606	646	580	596	602	530
Grade 5	629	587	593	599	558	505
Grade 4	564	597	597	551	516	518
Grade 3	589	592	554	530	519	500
Grade 2	585	584	542	525	492	477
Grade 1	550	508	507	476	482	485
Special Class	28	27	27	27	20	20
Total Elementary	3,551	3,541	3,400	3,304	3,189	3,035
Total of all grades	6,917	7,016	6,969	6,960	6,901	6,698

trict is growing and should have a school in that vicinity. I believe that the citizens should consider building an elementary school in that district to meet the needs of the children there. A six room bungalow type of building could be erected for between \$50,000. and \$60,000. and would take care of the school needs there for some time to come. Such a building would mean that more homes would be built in that section and would increase the valuation of property there.

A modern school system consists of three coordinated, sequential units, namely, the elementary schools which now usually include the kindergarten and the first six grades; the junior high school which consists of the seventh, eighth and ninth grades and introduces pupils to the secondary school studies at the beginning of the seventh year; and the three year senior high school which prepares for college and offers a broad program pointed toward the development of intelligent citizens and some pre-vocational preparation for pupils who do not plan to go to college.

ECONOMICAL TYPE OF ELEMENTARY SCHOOL ORGANIZATION

There are several types of elementary school organization. In Arlington we are at the present time organized in perhaps the most economical manner, with a superintendent of schools who devotes considerable time to classroom supervision, and an elementary school supervisor who is an active classroom worker and spends most of her time in the various schools and coordinates the entire elementary school system.

EDUCATIONAL AIMS

For some years the attention of professional people and the general public has been directed toward the problem of expanding or contracting the curriculum of the

American public schools, with the purpose of clarifying the problem. Leading educators were recently asked to answer briefly and pointedly the question, "What shall our schools teach?" In each answer pedagogical discussions or arguments were clearly avoided. Little attention was given to the teaching of mere facts. The emphasis was laid upon the need of a curriculum that would fit the pupil for actual life and make him a more useful and moral citizen. John J. Tigert, former United States Commissioner of Education, condensed his reply into the following: "I believe the general objectives of the public schools to be health, vocational training, culture, character, and training for future citizenship."

A generation ago the answer to this question "What shall our schools teach?" would have been "the subjects which people need to know." Today the answer commonly given is, "They should teach children and not mere textbooks." Education must care for its pupils in body, mind and spirit. Reading, writing and arithmetic are as basic as ever. More attention is given to them than ever before but no longer does education confine itself solely to the three R's. Education, like everything else, changes.

As time passes our attitude toward life changes. Automobiles, airships and radios are more common. We build better houses. We have reduced working hours and increased social activities. The schools, too, have moved forward and have kept pace with the general progress. The three R's have not suffered from the change, rather they have been enriched. We have added to these three C's, character, culture and citizenship.

EDUCATION OF THE INDIVIDUAL

It is the firm belief of your superintendent that it is the duty of the public schools to meet the needs of each individual child in accordance with the child's ability. To this end he has spent many hours in the classroom during the past year.

One of the most important outcomes of a study of child life has been a better understanding of the many individual differences. That children differ in many ways we have always known, but not until recently has the significance of these differences been understood. Modern schools are now making every effort to discover individual differences and to provide for them in the general organization. This is part of the work now under the direction of Mr. Roens of the Harvard-Arlington Guidance Study. Mr. Roens' report is appended.

The schools of today are facing a problem which was unknown two generations ago. We are attempting to educate all of the children of all of the people. Formerly, only the brightest pupils continued their education to any extent. The others were encouraged to drop out. Therefore, the tendency of public education is rather toward larger schools and crowded classes. The present age regards quantity production as justified by common sense and sound economy. Therefore, mass education is considered highly desirable from an economic point of view, but sometimes we forget that the child is a personality not to be compared with factory production in any way.

In ancient and medieval times teaching was all individual. In modern times, with the increased demand for education, the class became the unit of instruction. The trend now is again toward the individual. There is an effort to fuse the two divergent ideas of individual and class teaching. A modern teacher must be at the same time both a teacher of one and a teacher of many. It is comparatively easy to instruct children as a class or as individuals. It is extremely difficult to combine the two. The dual problem of the individual and the class should not discourage us but should be regarded as one of the evidences of the alertness of public education. It is true that the public schools cannot at present hope to meet the standard of private schools in the matter of small classes but we do understand the meaning of individual differences better than we have in the

past and we are meeting the needs of each child more sympathetically and effectively than ever before.

It is perhaps not an extravagant statement to say that the measure of education today is to be determined in no better way than by the extent to which it successfully meets the needs of the individual child. No one plan for individual instruction will adequately meet the needs of all school systems. We must be constantly searching for ways best adapted to our situation. We of the Arlington schools have been making a conscientious effort along these lines throughout the past year.

SENIOR HIGH SCHOOL

The following excerpts are taken from the report of the high school principal:

"Last spring the School Committee appointed as head of the commercial department Mr. W. Ray Burke who has been teaching commercial subjects in our school for the past eleven years. Mr. Burke is well qualified to fill this position and has already improved the coordination of the work of the commercial teachers.

"Miss Evangeline Cheney, who had taught in our school since September 1905 and for many years had been head of the shorthand and typewriting work, resigned and retired from teaching. Miss Cheney will long be remembered for her high standards, her sincerity, and her great desire to help her pupils to do better and better work. Her loss to the school is a decided one and is much to be regretted.

"Our second outdoor graduation last June was even more successful than the first one. The largest audience enjoyed the program presented by the largest graduating class in the history of the school. Fair weather helped to make the exercises very successful.

“Although Mr. Roens will present a report on the Guidance Department, I want to express my appreciation of the fine work this department has done and is doing. It has proved, I believe, that through its efforts in guiding the many pupils who have come to it for help, it has actually saved money for the town. I believe that such a department is practically a necessity in our school system and I hope it will be made a permanent part of the Arlington school system.”

JUNIOR HIGH SCHOOLS

Following is report of the junior high school principals:

“The high spots in junior high school work for the calendar year 1940 are exemplified as follows:

Organization of tentative course of study or syllabus for the following subjects:

A. Mathematics

The mathematics outlines are now available for grades seven and eight, and for algebra, business arithmetic, and general mathematics in grade nine.

B. English

The English program is organized for grades seven, eight and nine and includes literature and spelling in addition to prescribed grammar and rhetoric.

C. Social Studies

The social studies course of study provides for the correlation of geography and history in grades seven and eight and a study of economics and social life of other lands in grade nine.

D. French

This syllabus is now being revised to meet the modern trend toward more natural aims and to correlate with the new textbook adopted.

E. Science

The present outline is being studied. Adjustment and enrichment are in progress to insure a try-out experience in grade eight and a complete unit carrying college credit in grade nine.

"The reorganization of the unit in French represents administrative study and planning. Previously, French had been offered three times a week in grade eight and five times a week in grade nine. This offering in a foreign language in addition to Latin created a constant problem. Classes, because of many levels, frequently were too small to be economical or else pupils with preliminary training were combined with those who had no previous experience. The percentage of failures was high, especially in advanced courses.

"This led to offering French five times a week in grade nine only in 1939, but we continued our study. We found as a result of our research that try-out courses in French were definitely the trend in most communities about us and that such courses required a more modern text. This selection was made and French is now offered purely as an exploratory and cultural unit. This enabled us to provide for individual pupils of the junior high schools more ideal programs.

"Our marking scheme was simplified to A, B, C, D and E, eliminating the uncertain X, and has been approved by parents since it is the same as that of the elementary schools.

"Campaigns for courtesy and improved penmanship inaugurated by the superintendent already give evidence of worthwhile results. Due emphasis is also given to safety by the three schools. The successful observance of American Education Week insured a friendly contact between parents and teachers."

ELEMENTARY SCHOOLS

Following are excerpts from the report of the elementary school supervisor:

"Improvement of instruction or setting the best learning situation is always the most important single item in supervision. Classroom visiting is the basis of both my remedial and creative supervision. I have visited every teacher several times during the year, our new teachers and our weaker teachers more often than others, giving counsel and demonstrations where needed and the time feasible. This remedial supervision can often be given to greatest profit at the time of the visit. In other cases further visiting and conference with both teacher and principal are necessary before suggestions for improvement can be offered. Frequently, the way has to be paved. We are making progress with this method.

"Conference with the individual principals when I have visited the buildings has helped more this year than before to improve classroom procedure. We have learned to understand each other's philosophy and have been able to analyze our teacher and pupil problems together with much more profit. We go over the record sheets, the testing scores, the pupils' special problems and the teaching difficulties. From these mutual understandings we agree upon help which is given, and the principal follows up with the teacher and reports on it at my next visit.

"The principals' meetings have numbered fifteen in the past year. While we plan for one a month some months

have necessitated three. The principals' meetings are one of our most profitable sources of creative supervision. At these meetings we discuss our common problems covering subject matter, local tendencies, curriculum set-up and any common weaknesses and difficulties that the supervisor finds in her visiting. At these meetings we have agreed on policies, programs and methods, and as a result have made much improvement. Conservation of time has been one of our outstanding problems. The plan book has helped a great deal. Careful and consistent lesson preparation recorded daily and followed faithfully can do much to cut down wasted time and energy. We still have farther to go in this line, however. Comparison of results at various levels and exchange of experiences help us to give all our children equal chances. Into these meetings I have brought returns from our two great national meetings and several state meetings. Through reports from universities, conferences with outstanding educators, articles and new professional books I have tried to widen and deepen our understandings on the best thought in the educational world and apply it to our local situation.

"The year has brought us six new teachers and seven transfers either to new grades or new buildings or both. Helping these teachers to adjust themselves has been a social as well as an educational project. For the most part the changes have been successful but some of them need to make much more progress. It means helping them to gather material, study curriculum and pupils on a new grade level and supplying them with reading material and opportunities to do directed visiting within the system. I am always glad to teach for young or weak teachers and have given scores of demonstration lessons during this year.

"The reading has steadily improved, especially in the first three grades. As the teachers grow familiar with the system they show much more skill and ease in handling it this year. We have our weak spots due to poor teaching but even they are not as poor as the general situation was three

years ago. The reading in grades five and six needs more work focused on comprehension and interpretation during this coming year. It is our weakest spot. We are ready now for a course of study or teachers' guide, in which our material and methods in reading are stated. We have a committee working on this project and the course should be out by April.

"The committees on social studies in grades five and six finished their work in June and the new courses of study were placed in the hands of the teachers in September. They are tentative and are being tried out slowly. One of their greatest values is their definite statement of subject matter to be covered. Method of teaching is being studied carefully, and while the course in social studies is giving great assistance in forming units, any change in methods is optional with the teacher. For the most part the work is taking on a naturally more active aspect.

"The source book on Arlington compiled last year by the teachers is being used with success in grade four covering a three to four month period. Due to the newness and consequently weaker way it was handled last year we are using a month as a kind of summary of this work this year in grade five. It will not be necessary as the work grows in organization.

"A committee is working on a course of study or teachers' guide in safety. We need an educational program to back up the safety patrol and other safety activities. Much material has been collected showing how this problem is met elsewhere and the study of this material and our local conditions will result in a course for Arlington before June.

"The old course of study in English is far out-dated and has just fallen into disuse naturally. There is no unity to our work in English. Our textbooks are out-dated also. We have a committee doing preliminary study along the

lines of our English needs and we hope to put out a very brief tentative course soon. This is our next great step in curriculum work.

"Every teacher in the elementary schools is working on one of these four committees, a committee upon which she chose to work this year.

"The general testing program used last year was repeated this year with the exception of intelligence tests in the upper grades where we picked up only those entering our schools for the first time. This was done in the early fall or individually as the children came in so that we might use the I. Q. or mental age in grade placement and in meeting individual differences.

"Dr. Lincoln gave group intelligence tests to 525 first grade children and individual intelligence tests to sixty-five problem pupils. This group testing is invaluable early in the child's school life. It helps in placement and gives the teacher much information that at best it would take her weeks, if not years, to find out.

"Every case of individual testing has been followed up by the supervisor with principal, teacher and often with parent. It is my privilege to interpret the findings and direct the follow-up work. Every child thus tested receives individual attention based on Dr. Lincoln's findings and recommendations. When the problem is too great for us we have turned, as previously, to outside clinics and specialists. Nine of our children have profited by the Boston University Clinic for Remedial Reading during the past year.

"Entrance from private schools by testing was done by Dr. Roens of the Harvard University Clinic. As a result of his findings we admitted in September forty-four children to grade two, six to grade three, and eight to grade four.

"Over a hundred of our elementary school teachers are

taking the course in Social Studies given by Dr. Burton and Dr. Wilson of Harvard Graduate School of Education. The course was arranged to meet a long standing request of the teachers and seems to be getting enthusiastic approval. It is very practical, and both men while bringing us the best of educational thought from the outside world are trying to meet local conditions. Each teacher is invited to work out under their guidance a unit at her own grade level and on her own choice of topic. Extensive reading goes with the course and numerous books are furnished from both Boston and Harvard Universities and circulated by our own Robbins Library which has also bought many for us. This guided reading and directed thinking is already showing results in classrooms."

CHANGES IN THE TEACHING STAFF

Resignations:

Geneva Starrett—High School, Household Arts
Lois B. Wright—High School, English
Dorothy Richardson—High School, Physical Education
Constance Kennedy—High School, Household Arts
Rita McCarthy—Brackett School, Grade V
Cecilia C. Morytko—Brackett School, Grade II
M. Esther Bullock—Crosby School, Grade IV
Bernice E. Walkinshaw—Crosby School, Grade V
Elizabeth Stratton—Cutter School, Grade III
Barbara S. Donelson—Hardy School, Grade III

Retirements:

Evangeline Cheney—High School, Commercial Subjects
Edith W. Emerson—Russell School, Principal

Leaves of Absence:

Mary J. Herlihy—Junior High School East, French
Mary K. Conlin—Junior High School West, Business Practice
Agnes McCabe—Peirce School, Grade VI

Appointments:

- Madeline Monroe—High School, Household Arts
- Marjorie Williams, substitute—High School, Physical Education
- Mary M. O'Connell, substitute—High School, English
- Benjamin R. Lang—High School, Commercial Subjects
- John S. Sampson, substitute—High School, Mathematics and Chemistry
- Mary H. O'Donoghue, substitute—Junior High School East, Household Arts
- John D. Haley, substitute—Junior High School East, Mathematics
- Margaret Moran—Brackett School, Grade II
- Mary K. Carter—Brackett School, Grade V
- Rosella Gallagher, substitute—Brackett School, Grade III
- Mary L. Hart, substitute—Crosby School, Grade II
- Florence Pacetti—Cutter School, Grade IV
- Helen Anderson, substitute—Locke School, Grade I
- Zulma Simonds, part time substitute—Speech Correction.

Transfers:

- Marguerite Holland—from Brackett School, Grade V to Crosby School, Grade IV
- Grace E. Fettretch—from Crosby School, Grade II to Russell School, Grade I

Helen O'Brien — from Hardy School, Grade I to Brackett School, Grade II

Miriam Braley—from Locke School, Grade V to Locke School, Grade VI

Frances P. Moran—from Peirce School, Grade VI to Brackett School, Grade V

Natalie E. Burke—from Peirce School, Grade IV to Cutter School, Grade III

Helena A. Sullivan—from Russell School, Grade II to Hardy School, Grade III

Of the changes in personnel in 1940, ten of our teachers resigned to be married, two retired and three are taking a year's leave of absence. In the elementary schools, due to reorganization, we found it unnecessary to make new appointments to fill vacancies in seven cases. In the high school three additional teachers were appointed due to increased enrollment in the English, Commercial and Mathematics departments.

MAINTENANCE DEPARTMENT

Following is the report of the supervisor of maintenance of some of the major items of repair accomplished during the past year, including recommendations for the near future:

Work Completed

Spy Pond Field

Both girls' and boys' locker buildings were painted inside and outside. Considerable grading and drainage work was done on the field and around the grandstand. Several seats and footboards were replaced. A new coach's room was constructed in the boys' locker building. All this work was done by the W. P. A.

Playgrounds

Two swing frames with eight swings and one see-saw with four boards were installed at the Brackett School.

One swing frame with four swings and one see-saw with four boards were installed at the Peirce School.

One see-saw with four boards and one Goal-Hi were installed at the Hardy School.

One Goal-Hi was installed at the Crosby School.

All other equipment at the above playgrounds was repaired and put in first class condition.

Crosby School

The sprinkler system in this building was extended to cover the first and second floor corridors, the stage in the auditorium, dressing rooms at rear of stage, all stairways from basement to the third floor, and all classrooms and closets on first and second floors.

The entire building was painted on the inside and outside by the W. P. A.

New cement walks were installed at the rear of the building by the W. P. A.

The bulkhead leading to the boiler room at the rear of the building was removed and a new entrance was constructed of brick walls and copper roof with double entrance doors. This work was done by the W. P. A.

A new cement sidewalk the full length of the school property on the Oxford Street side of the building was installed by the W. P. A.

A new floor was installed in the gymnasium by the W. P. A.

Two new pairs of doors with new hardware were installed at the rear entrance to the building by the W. P. A.

All semi-circular windows were remodeled by the W. P. A.

Junior High School Center

New asphalt tile flooring was installed in classrooms Nos. 9, 10, 11, 12 and 13, the library, teachers' room and second and third floor corridors. Also Linotile and rubber nosing were installed on all stair threads and landings leading from the second to third floor.

One hundred fifty-four sets of single pedestal pupils' classroom furniture were installed in classrooms Nos. 9, 10, 11, and 12.

Classrooms Nos. 9, 10, 11, 12 and 13, the library, teachers' room, second floor corridor and two stairways were painted by the Maintenance Department.

Junior High School East

New asphalt tile flooring was installed in the principal's office and outer office.

An iron picket fence was installed at the entrance to the auditorium.

Locke School

All gutters, conductors, ridges, open valleys and flashings were replaced with new 18-ounce copper.

Junior High School West

The old wood floor of the kitchen adjoining the cooking room was removed and a cement floor with asphalt tile was installed. A new cabinet, counter and gas range were also added to the kitchen.

Russell School

The repairs and replacements on the three steam boilers recommended by both the State and Insurance inspectors were made. The boilers are now in a fairly good condition.

Brackett School

The entire inside and outside of the building were painted by the W.P.A. Thirteen rotted sashes were also replaced.

Copper hoods over all Uni-vent fresh air intakes were installed.

High School

A sprinkler alarm valve with a new fire box was installed in the old building.

The parapet wall on the roof of the old building was repointed and the capstone of the wall was covered with fabric and asphalt.

A new lighting system was installed in room No. 6.

The two large laboratory tables in room No. 33 were remodeled.

A reinforced cement floor was installed in the room under the manual training room by the W. P. A. This room was also painted by the W. P. A.

Rooms Nos. 7 and 8 were remodeled so that they could be used for classrooms.

A new brick walk was installed between the old building and the front entrance of the new auditorium. Also a cement apron was installed the full length of the steps leading to the front entrance of the auditorium. This work was done by the W. P. A.

Recommendations for the Near Future

Locke, Peirce, Russell and Cutter Schools

Install complete equipment for supplying hot water to all plumbing fixtures.

High School

Remove galvanized hot and cold water supply piping in entire new building and replace the same with brass pipe.

Cover capstone and wall on main roof of old building with lead coated copper.

Paint exterior and interior of old and new buildings.

Crosby School

Remodel girls' and boys' sanitariums on second floor.

Peirce School

Remove galvanized cold water supply piping in entire building and replace with brass pipe.

Install asphalt tile flooring over worn mastic floor in new section of building.

Russell School

Remodel boys' and girls' sanitariums.

Replace all gutters, conductors, valleys and flashings with new copper and repair slate roof.

Locke School

Remodel boys' and girls' sanitariums on first floor.

Insulate attic space to prevent heat losses.

Junior High Industrial Arts School

Remove two hot air furnaces and one small steam boiler and connect heating system with Parmenter School boilers.

Junior High School West

Install asphalt tile flooring over worn mastic floors in new section of building.

Hardy School

Install asphalt tile flooring over worn mastic floors in entire building.

Complete the covering of capstone on wall of roof with lead coated copper.

General

An additional carpenter should be employed for the maintenance department.

RECOMMENDATIONS

1. An appropriation should be made at the annual town meeting to provide plans and specifications for the completion of the high school auditorium.

2. An appropriation should be made to paint the exterior and interior of both the old and the new high school buildings. These buildings are in dire need of painting.

3. Consideration should be given to building an elementary school in the Morningside district, and to meeting the needs at the Hardy School.

4. If we are to continue using the Russell School, considerable money should and must be spent there in the near future. This building has not had any expensive repairs for several years.

5. I repeat my recommendation of last year in reference to a vocational school. The demand for this type of school is growing very rapidly and many towns and cities in the commonwealth have started such schools during the past year. At the present time it is costing the town of Arlington about \$10,000. to pay the tuition of boys and girls who are attending vocational schools in surrounding cities. I believe, after much study, that there is a place for vocational training in the school system of Arlington and further believe that such a school could be inaugurated with but very little cost to the town. I hope consideration will be given to this matter.

6. I again call attention to the need of a telephone system in the high school. As has been pointed out before this is a building with an enrollment of approximately 1900 boys and girls and it is essential almost continuously during the day to get in touch with some pupil or teacher in other parts of the building. At the present time the only way to do this is by sending messengers. This takes a great deal of time and necessitates some pupils leaving their work to do the errands. Surely, if ever any school building needed a telephone system, this one does. I would suggest that an article be placed in the warrant again asking the town to give consideration to this problem.

7. You will note that Mr. Roens' report of the Harvard-Arlington Guidance Study is appended to my report. I hope that the School Committee will give serious consideration to continuing this work which is so much worth while. The grant for this purpose will be all used by the end of June this year.

CONCLUSION

As never before, the goal of all education must be training for character and good citizenship.

Society has too long considered education in terms of making a living. Vocations too often have been regarded solely in terms of financial income. We believe that the future demands that we all be concerned with the moral and social issue of making a life. Therefore, the objective of education must be enlarged and adapted to modern world conditions. Greater responsibilities will be placed on the public schools than ever before and it is obvious that there will be a need of greater cooperation and understanding of all persons affected. There will undoubtedly be an increased need of change in the school subjects and toward such change there should be an intelligent and sympathetic attitude.

"Nothing is good or bad because it is new or old. Everything must be proved by its probable contribution to a higher and happier life."

There will be need of closer cooperation of all agencies working for the better social and economic future. Parents should think of children en masse in the same way that they think of their own children.

I wish to express my appreciation to all who have assisted in improving education in Arlington. The past year has been one of much cooperation of all who served the Arlington school department. To you, the School Committee, is due the gratitude of all of us who have the responsibility of administering the public schools. Your appreciation of our problems and your wise and sustained guidance to their solution are an ever present incentive to our work.

Respectfully submitted,

(Signed) JOSEPH S. KEATING,

Superintendent of Schools.

THE HARVARD-ARLINGTON GUIDANCE STUDY

Graduate School of Education, Harvard University

January 4, 1941.

Mr. Joseph S. Keating
Superintendent of Schools,
Arlington, Massachusetts.

Dear Mr. Keating:

In accordance with your letter of December 30th, I am submitting herewith the report of the Harvard-Arlington Guidance Study for the academic year 1940. During this year the Harvard-Arlington Guidance Study has entered into its final phase as a privately supported guidance department in the Arlington school system. It was organized five years ago by the Harvard Graduate School of Education from a grant made by the late Chester Noyes Greenough, former dean of Harvard College, who realized the need for guidance in our public schools and who donated this money in order to have a model guidance department set up to serve as an example to other communities. During the past three years this department has been generously supported by his wife, the former Ruth Hornblower, herself a graduate of the Arlington public schools.

The general aim of the Guidance Department is to provide assistance to students in order that they may recognize their limitations and potentialities, develop their abilities to the fullest possible extent, and to utilize this knowledge and development in planning their school and post-school careers.

More specifically, the Guidance Department performs the following functions:

1. It administers and interprets psychological tests to pupils. Such tests, which help to determine special abilities, are very useful in advising students in their course of study and in preventing unneces-

sary failure which may cause the pupil to spend additional time in high school. Practically every pupil in the junior and senior high school has at least one intelligence test rating. Supplementary tests are provided in individual cases when needed.

2. The Guidance Department cooperates with teachers in helping them to understand individual pupils. Teachers request information on pupils which this department has gathered over a period of time, such as interpreting psychological tests which may determine pupils' special abilities and interests, and teachers are aided by this Department in analyzing and working out programs of treatment for pupils with behavior difficulties.
3. The Guidance Department is equipped to deal with the educational and vocational problems of pupils and during the current year it has provided information on colleges, scholarships, technical schools, requirements for various types of occupations, how and where training for such jobs can be obtained, as well as openings, remuneration, advantages, disadvantages, and chances for advancement in occupations in which pupils are interested.
4. The difficult problem of selecting pupils for trade school has been studied by the Guidance Department during the past five years. It has interviewed and tested for mechanical aptitude pupils interested in trade school and it has recommended to the principal those pupils who seemed favorable prospects for trade school training. About two-thirds of the pupils who think they want to go to trade school have been found to have little or no aptitude for such activity and have been counseled to follow other pursuits. On the other hand, there are a large number of pupils attending the high school who actually do belong in a trade school if their

abilities are to be developed to the fullest possible extent. Every candidate recommended to the principal for trade school and who has been admitted to one of these schools has succeeded.

In order to estimate the effectiveness of a guidance department in the Arlington schools, a cross-section of about two hundred eighth grade pupils was selected in 1936-37 by the principals of the three junior high schools. Half of the pupils in this group were selected because they needed help and half were selected because they showed unusual promise in academic work. These pupils have been interviewed and tested each year. From time to time the results of these tests and interviews were discussed with pupils and parents in order to effect a better pupil adjustment in educational and vocational plans. Most of this group are during the present year seniors and have formulated definite plans for the future. (Their parents, frequently, have expressed approval and praise for the help they have received from the counselors of this Department.)

Those pupils planning to attend college have had their guidance records forwarded to the colleges of their choice during their junior year in high school, and in many cases they were tentatively admitted to these colleges because of the extensive information furnished them from these guidance records. These records have also been useful in certain cases where colleges waived restrictions which would otherwise have prevented students from applying for admission. Pupils in this group who were planning to attend technical schools have had interviews with representatives of these schools and have obtained from them clearly defined ideas of what they are to get from this type of training. For those pupils who intend to enter employment immediately after the high school graduation, arrangements are now being made by the Guidance Department to get them in contact with personnel men and employers in the types of industries in which they are seeking employment. Employers favor obtaining detailed records of the type the Guidance Department furnishes. Partially as a result of repeated con-

ferences with counselors over a period of five years, these pupils, with few exceptions, are graduating from high school with definite ideas and knowledge of the kind of employment they desire. They are not going out with the idea of "looking for a job—any job."

Plans are now being prepared with the principals of the respective schools whereby the Guidance Department will be able to accumulate pertinent information concerning *all* pupils beginning in the elementary school and continuing through junior high school. Only with such information can better judgment be made in course selections in high school and in subsequent educational and vocational plans.

The Guidance Department also has been concerned with the problem of reducing failures and to that end it has just completed a study involving two groups of pupils selected five years ago when they were all in the eighth grade. Each group consisted of eighty-three boys and girls and they were matched in pairs according to sex, age, marks, intelligence quotient (I.Q.), and grade. One group was interviewed, tested and counseled each year with the purpose of helping these pupils to determine what were their special aptitudes, abilities and interests so that they could make wise educational and vocational choices. The other group was given no assistance by the Guidance Department and was allowed to follow the usual school routine in its selection of courses and future educational and vocational plans.

It should be noted that the group selected for guidance was determined by the principals of the three junior high schools and it was largely made up of pupils who "needed help." The remainder of the group included those pupils who indicated considerable academic promise. Therefore, the percentage of subject failure within these groups is *not* a representative sampling of the junior high and senior high schools as a whole because both the "guided" and the "non-guided" groups are heavily weighted with pupils of less than average ability.

Below is a tabulation of the results of the study of subject failures within the two groups in terms of percentages. These failures refer to average grades for the year and not to bi-monthly grades or final examinations. The left-hand column refers to members of the group who were interviewed and counseled by the Guidance Department from the eighth grade on, and the right-hand column refers to the pupils who were matched with the "guided" pupils according to sex, age, marks, and I.Q., but who were not given any help by the Guidance Department.

	"Guided" Group	"Non-Guided" Group
Pupils who have had to repeat one or more years in junior or senior high school	7%	15%
Pupils who received one or more subject failures in average yearly marks from grade nine through eleven	38%	62%
Pupils who have changed their course curriculum one or more times because of change of future educational or vocational plans, or because of previous "unwise" choice	8%	42%

Conclusions which might be drawn from this study are:

1. By careful counseling and guiding of pupils, including a careful study of each individual over a period of time, the use of psychological tests, and by cooperative planning with parents, pupils, and teachers, approximately one-half of the pupils who are repeating one or more years in junior and senior high school could be saved from such a fate.
2. By maintaining a guidance service within the junior and senior high schools which would aid pupils in select-

ing courses appropriate to their abilities and interests, about two-fifths of the number of subject failures could be eliminated.

3. There now seems to be approximately five times as much change in curriculum as would seem necessary with adequate guidance facilities.

A general indication of the scope of the work of the Guidance Department is that during 1940 its two counselors held

1416 interviews with 795 pupils

540 interviews with 108 teachers

107 interviews with 95 parents

311 interviews with school administrators

These interviews signify fairly lengthy discussions about definite problems, averaging fifteen minutes with teachers and administrators and thirty minutes with parents and pupils. These figures do not include casual conversations in corridors or moments between classes when teachers or pupils drop in to ask a single question. Although such conversations are frequently of value in the long run, they seldom become a matter of record and so cannot be included.

The major problems about which these interviews were concerned are as follows:

1. Interpretation of test results for prediction of school success.
2. Appropriate curriculum selection.
3. Methods for motivating pupils to work up to their ability.
4. Adapting subject matter in courses to the needs and abilities of pupils.
5. Analysis of failures and remedial suggestions.

6. Reading disability and remedial treatment.
7. Analysis and treatment of behavior and discipline problems.
8. Analysis of personality difficulties.
9. Occupational information.
10. Vocational choice.
11. Advisability of trade school training.
12. Choice of institutions for further education.
13. Means of financing further education.
14. Vocational placement and job hunting technique.

The majority of pupils concerned have been referred from year to year by teachers and administrators for advice concerning one or more of the problems outlined above. However, each year an increasing number of pupils has voluntarily sought help from the Guidance Department. During 1940, seventy-four boys and girls (including several former graduates of the high school) came of their own accord or at the suggestion of a friend or relative already known to the Guidance Department. This has occurred in spite of the fact that the Guidance Department has made no effort whatsoever to publicize its services.

This guidance program has been the outgrowth of wholehearted cooperation between the entire Arlington school system and the staff of the Guidance Department. Unfortunately, private financial support for this work will end after June, 1941. The continuation of the functions of the Guidance Department will, therefore, depend on the action which the Town of Arlington will take in order to maintain and support such a department in the school system.

Very truly yours,
(Signed) BERT A. ROENS,
Director.

LIST OF HIGH SCHOOL GRADUATES

1940

*HONOR STUDENTS

- Abbruzzese, Marie Louise
 *Abrahamson, Robert Carl
 Acorn, Elva A.
 Adamian, Ara J.
 Adamian, Arpine
 Ahern, Robert William
 Alt, Jean Margaret
 Anderson, Fred Charles, Jr.
 Anderson, George E.
 Anderson, Norma Elisabeth
 Anderson, Shirley Elizabeth
 Armstrong, Claire Susan
 Aurelia, Mary Rose
 Avakian, Alice
 Avakian, Rose Nevart
 Bagley, Ruth Leslie
 Bailey, Jeanne
 *Baldwin, Gene Elizabeth
 *Balzer, Marianna
 Bamberg, Charles Edward
 Barbour, Russell H.
 Barrett, Barbara Ann
 Barrett, Charles E.
 Barry, Joseph J., Jr.
 Barthelemy, Helen Marilyn
 Bartholomew, Josephine Ora
 Basmajian, A. Helen
 Battis, Robert
 Belliveau, Ruth Jeannette
 Benjamin, Robert E.
 Bennett, Claire Rita
 Benson, Ruth Helen
 Berberian, Annie
 Bergstrom, Cleo
 Bergstrom, Elsa Josephine
 Bertolami, Jacqueline Letitia
 Bevins, Joseph J.
 Biagi, Dorothy N.
 Bina, James C.
 Black, Allan James Reid
 Black, Muriel Frances
 Boghosian, Nubar
 Bonardi, Lucia Adelaide
 Bond, Marguerite Ellen
 Borgstrom, Theresa Ruth
 Boswell, Roland B.
 Boudreau, Helen Elizabeth Ann
 Brazas, Alice Ruth
 Brillante, Alphonso Philip
 Brogi, Lincoln A.
 Brooks, Marilyn Lora
 Brown, Dorothy Ann
 *Brown, Marion
 Brown, Ralph Warren
 Brown, Robert Kingston, Jr.
 Brown, Virginia Gertrude
 Brown, Vivian Louise
 *Browne, James Daniel
 Buckley, Jean Marie
 Bullock, Mary L.
 Bunton, William Henry
 Burgess, Charles E.
 Burke, Charles Henry
 Burke, Joseph Richard
 Burns, Edward P.
 *Burns, Martha Elsie
 Burr, Barbara Frances
 Busfield, Gibson Lewis
 Busfield, John A.
 Butler, Barbara Muir
 Buxton, Helene Marie
 Byrne, James Edward
 Cain, Madeleine M.
 Callahan, Thomas Hill, Jr.
 Campbell, Charles R.
 Cammarata, Grace M.
 Carbone, Camella Jennie
 Carey, Rosalyn Virginia
 Carlson, Jean Louise
 Carter, Alice Ruth
 Casali, Marion
 Casey, Rose Catherine
 Cass, Anne Marie
 Cassidy, Ruth Evelyn
 Chapin, Barbara
 Churchill, Norman K.
 Cioffi, Mary A.
 Clafin, Doris H.
 Clark, Helen Christine
 Clifford, Edith-Anne
 Coes, Vivian Arlene
 Coffin, Barbara Ann
 Cohen, Melvin
 Colameca, Olga Judith
 Coleman, Phyllis Elaine
 Collier, Mary Amy
 Conant, Dorothy Mary
 Conley, D. Joseph

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1940

*HONOR STUDENTS

- Connolly, Thomas Patrick
 Connor, Catherine
 Connor, Roy Edward
 Cooper, Arthur Edward, Jr.
 Cooper, Joseph Francis
 Corbett, Kevin
 Corner, Thelma Dorothy
 Coscia, Josephine V.
 Coughlin, William Edward
 Cowan, Virginia Audrey
 Coyne, Pauline A.
 Crimmins, Albert John, Jr.
 Critchell, Caroline L.
 Crocker, Lloyd R.
 Cronan, Mary B.
 Cronin, Joseph F.
 Cronin, Philip Arthur
 Crosby, Elizabeth Claire
 Crowell, Norma B.
 Cue, Harold James, Jr.
 Cummings, Russell Joseph
 Curran, Mary Margaret
 Cutter, A. Dana, Jr.
 Dailey, Marie Elise
 *Dale, Warren Joseph
 *Dalrymple, Carl M.
 Daniels, Alma M.
 Danskin, Barbara E.
 Davis, Chester P., Jr.
 Davis, Laura Bartlett
 Davis, Laurence Elden
 Davis, Richard A.
 Dean, Marjory Ann
 Delaney, John Joseph
 *Delaney, Mary C.
 Dematteis, Joseph M.
 Dempster, Gladys D.
 DeRosa, Dorothie Pearl
 DeSantis, Mildred Antoinette
 DesMarais, Jacqueline Frances
 Dibble, Thelma Alvane
 Dockham, John Edgar
 Doherty, Ruth Winifred
 Dolham, Robert Sinclair
 Donelan, Eleanor Louise
 Donovan, Eleanor Marie
 Donovan, Mary Ellen
 Downing, Mary Esther
 Duffey, Roger Edward
 D'Unger, Robert Delaney
 Durgin, Dorothy June
 Ellis, Mabel Lucy
 Ellis, Norman Dwight
 Enright, Eleanor Mary
 Erickson, John Andes
 Ermonian, Krikor
 *Eslin, Nancy Powell
 Evans, Herbert Spencer
 Falla, George McInnis
 Farnham, Mary Rose
 Farrell, John Joseph, Jr.
 *Farrow, William Harmon, Jr.
 Fawcett, Dorothy Edna
 Femia, Florence Rose
 Femia, Francis Joseph
 Fereshetian, Charles Malcolm
 Fereshetian, Richard Malcolm
 Ferreira, Elaine Loretta
 Ferry, Frederick Anthony
 Finn, Robert Francis
 Fiske, Raynora Lucille
 *Fitzpatrick, Ruth Margaret
 Fitzpatrick, William Andrew
 Flack, Henry Boyock
 Flaherty, Janet Rita
 Flaherty, Teresa Elinor
 Flores, Gertrude L.
 Forristall, Eleanor
 *Forsythe, Mary E.
 Foster, Leighton Stevens
 Fowler, Joan
 Franco, Margaret P.
 Frasel, Mary Catherine
 Fredo, Florence Estelle
 Freeman, William C., Jr.
 Gaddis, Margaret Esther
 Gallagher, Joseph Michael
 Gariepy, Ernest Edward
 Root, Malcolm
 Gavin, Virginia Eleanor
 Geddes, Helen Marjorie
 George, Helen Margaret
 Glennon, Charles Thomas
 Goduti, Donald M.
 Goodwin, Arline Louise
 Gott, Doris M.
 Graham, Paul G.
 Grant, Richard James
 Grant, Ruth C.
 Gray, Dorothy E.

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1940

*HONOR STUDENTS

- Greek, Helen E.
 Greene, Pearl Viola
 Greim, Barbara Mary
 Guarente, Marie R.
 Gunning, Patricia Jane
 *Gustafson, Doris H.
 Gustin, Lois M.
 Gutteridge, Douglas Hamilton
 Hackett, Elizabeth A.
 Hagan, Jeanne Elizabeth
 Halling, Judith Elizabeth
 *Hamilton, Helen
 Hamilton, Marjorie Isabel
 Hampton, William A., Jr.
 Hanlon, Ruth
 Hansis, Louis
 Hanson, Mary M.
 Hanson, Richard L.
 Harrar, Evelyn Adele
 *Harris, Mildred Charlotte
 *Hart, Paul
 Harvender, George Paine, Jr.
 Hatch, Alice Emily
 Hatch, Leonard Marcus
 *Hayward, Dorothy Louise
 *Heald, Richard Adams
 Healy, John Francis
 Hederman, Paul Robert
 *Hellmann, Doris M.
 *Hession, Jacquelyn M.
 *Hicks, Ethel Adelaide
 Higgin, Marion Ruth
 Higgins, Anna Agnes
 Higgins, Barbara
 Hogan, Kathleen H.
 Holway, Frank A.
 Hughins, George Thomas
 Huston, Alice Pauline
 Hyde, Ethel M.
 *Iaconis, Catherine Rita
 Isner, Constance DeRue
 Isner, Russell D., Jr.
 Johnson, Doris Esther
 *Johnson, Dorothy Eleanor
 Johnson, Edward James
 Johnson, Eleanor
 *Johnson, Marion C.
 Jones, Marjorie E.
 Jones, Warren Stanley
 *Jorda, Robert M.
 Joseph, Kenneth Walter
 Joy, Mary Lillian
 Kazanjian, Herach Nelson
 Keating, Joseph J.
 Keefe, Stephen T., Jr.
 Keljikian, Alice
 Kelleher, John Joseph
 Kelley, Arthur
 Kelley, Pauline N.
 Kelley, Ruth Agnes
 Kelly, Constance L.
 Kelly, Jean Doris
 Kelly, Virginia Ruth
 Kennard, Ruth Natalie
 Kenney, Pauline Ann
 Kent, Winifred M.
 Keshian, Berg
 King, Nelson James
 King, Phyllis
 Knight, Arthur J.
 Kraff, Lucille D.
 Ladd, Marjorie Elizabeth
 Lally, Christopher Daniel E.
 Lane, Paul Vincent
 Langley, Robert F.
 Latsey, Dorothy R.
 Lavezzo, Louise B.
 Law, Herbert Lincoln
 Lawrie, Lillian Frances
 Lawson, Betty Stark
 Lear, Mildred Helena
 Leary, Barbara Roberta
 Leavitt, Jean Catherine
 *LeGault, Jeanne Anne
 Leighton, Rodney B.
 Leslie, Jean Ethel
 Lewis, Ava Maria
 Linekin, Everett Freeman
 Ling, Dorothy Frances
 Lionetta, William George
 Loupos, Pauline
 Lowell, Clara E.
 Lowery, Ann Marie
 Lowery, Charles A.
 Lund, Helen Rose
 Lunney, Virginia Ruth
 Lutz, Freda Carrol
 Lyons, Cornelius Thomas
 Macarthy, Loretta Margaret
 *Maccallum, Donald J.

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1940

*HONOR STUDENTS

- MacGillivray, George Charles
 MacGregor, Jeanette
 MacLeod, Joan Murray
 MacLeod, John Kenneth
 MacNally, Constance Lurana
 MacNaughton, Edith Marion
 Madden, Doris Ruth
 Maher, Edward Anthony Colvin
 Mann, Donald
 Manning, Richard Francis
 Manoli, Anthony Eugene
 Mansfield, Frank
 Mark, Helen Mary
 *Mark, Jean Montgomery
 *Marshall, Elizabeth
 Martel, Dorothy Ann
 *Martin, Alice Vera
 Martin, Mary Gloria
 Martin, Robert Edward
 Massucco, Arthur U.
 McCarthy, Eleanor Marie
 McCarthy, Joseph Francis
 McCormack, Margaret Ann
 McCormack, Natalie Frances
 *McCormick, Mary
 McCrone, Margaret M.
 McCue, Margaret Ann
 McFadden, John Neil
 McGrath, John Gilman
 McGurl, Daniel P.
 McGurl, Marion Claire
 McGurl, James R.
 McKeown, Leonard H.
 McLaughlin, Frank N.
 McLaughlin, William H.
 McLean, Helene Mary
 McLean, Robert V.
 McMann, Magnhild Thelma
 McManus, Victoria Patricia
 McMath, Mary Phyllis
 McMenimen, Margaret Mary
 McNamee, Barbara Ann
 McNeill, Phyllis Margaret
 Meikle, Janet
 Melin, Elizabeth Anne
 Mellin, Carl E.
 Melly, Mary Bernadette
 Miller, Ruth Gertrude
 Millican, Andrew MacLeod
 Minot, Olive
 Mitchell, Dorothy Ann
 Mitchell, Kathryn Irene
 Molloy, Thomas Douglas
 Monk, Benjamin Ellis
 Mooney, Gladys Marie
 Moore, Donald Milton
 Moore, Mary Patricia
 Moraes, Lillian Judith
 Morgan, Harold, Jr.
 Mullins, Helen L.
 Murphy, Eleanor E.
 Nelson, Helen May
 Newman, Mary Louise
 Nicoloro, Margaret Anne
 Normile, John J., Jr.
 Northrup, Winifred
 Nowlin, Phyllis C.
 Nugent, John I.
 O'Brien, Laurence W.
 O'Brien, Mary Margaret
 *O'Brien, Robert Leonard
 O'Connell, Arthur J.
 O'Connell, Francis Joseph
 Ofria, James Michael
 O'Keefe, Evelyn Catharine
 Olson, Eleanor I.
 O'Neill, Margaret Mary
 *Ortel, Ethel Anna
 Ouellette, Jacqueline Mary
 *Paige, Milton C., Jr.
 Panetta, Rose Marie
 Paradis, Marcelle Rita
 Parker, Creighton L.
 Parragona, Frank Anthony
 Patriquin, Warren Edward
 Phipps, John Lincoln
 Pike, Myrtle Winsor
 Pitko, Pauline Victoria
 Place, Kenneth V.
 Pope, Donald Eldon
 Porter, Robert K.
 Pothier, Doris May
 Pottey, Armand H.
 *Powers, Catherine Anastasia
 Puffer, Harold Otis, Jr.
 Purdy, Muriel Helen
 Quigley, Elizabeth A.
 Quinlan, Martin Joseph, Jr.
 Quinn, Barbara Jane
 Quinzani, Mary Josephine

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1940

*HONOR STUDENTS

- Ratto, Frank Paul
 Reagan, Robert Ignatius
 Rice, Mary Bernice
 *Richards, Edward Arthur, Jr.
 *Richardson, Betty Dorothy
 Richardson, Roberta Arlene
 *Richardson, Ruth Marion
 Rico, Arthur Robert
 *Ridlon, Jean W.
 Robbins, Paul Edward
 Robinson, Hazel Elizabeth
 Robinson, Sally Jean
 Rohde, Karl L., Jr.
 Rooney, Gertrude Margaret
 *Rossetti, Mary Ann
 Rubner, Paul
 Ryan, James A.
 Ryberg, Elsa Linea
 Sacco, Marie C.
 Sackos, Ellen E.
 *Safgren, Greta Louise
 Sanders, Robert
 Santos, Manuel Paul
 Saville, Betty
 Saville, Jane
 Schlaich, Marie Catherine
 Schober, Richard Frederick
 Semonian, Marjorie Jean
 Sennott, Thomas
 Sewall, Virginia Marsh
 Shedd, Jeannette
 Sheehan, Beatrice Hilton
 Sheldon, Mary Elizabeth
 Shepherd, Holley Matthew
 Simonds, Dorothy Alice
 *Sloan, Gardner Hill
 Smith, Faith W.
 Smith, Gwendolyn M.
 *Smith, Jane Phyllis
 *Smith, Norma Ernestine
 Smith, Reuel I.
 Snell, Edward
 Sonia, Marie
 Sorensen, Eunice Thelma
 *Spina, Elvira Caroline
 Spinner, John Edward
 Spooner, Kenneth Orin
 Staaf, Winnifred Virginia
 Stanley, Anna Eileen
 Staples, Ruth Eleanor
 Starkey, Florence B.
 Starratt, Roscoe Parker
 Steeves, Jean Murray
 Stefaney, George Paul
 Stockellburg, Norman Wayne
 Stratton, Helen Rosamond
 Sullivan, Donald R.
 Sullivan, Edna Rose
 Sullivan, Eugene F.
 Sullivan, Henry Patrick
 Sutton, Kathryn Gean
 Swanson, Robert Wendell
 Sweeney, Mary Elizabeth
 Swett, Priscilla L.
 *Tait, Marion Sutherland
 Taylor, Elizabeth Fay
 Taylor, Julia J.
 Taylor, William E.
 Taylor, William E.
 Tedesco, Samuel, Jr.
 Teevan, Cathryn Virginia
 Teevan, Richard Dunstan
 Teisciero, William Louis
 Thomas, Mary Virginia
 Thurston, Barbara Hazel
 Tierney, Katherine Agnes
 Tierney, Ruth Virginia
 Titus, Natalie E.
 Tremblay, Eleanor Marie
 Tremblay, Helen Margaret
 Trenchard, William A.
 Twitchell, M. Elaine
 Viveiros, Dorothy Ann
 Waddell, William Warren
 Walker, Margaret Irma
 Wallace, Gerard Vincent
 Walsh, Laurena F.
 Walsh, Leon Thomas
 Watterson, Paul
 Weiss, Nathan
 Welch, Catherine Pauline
 Wells, Richard Winslow
 Weslowski, Frances Eleanor
 Weyn, Rita Marie
 White, M. Doris
 *White, Mary Gertrude
 *White, Thomas Robert
 Whitman, Lois Garnar
 Whitney, Lyman Stone
 Wiggins, Gladys Eleanor

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1940

*HONOR STUDENTS

Wilson, Leo Francis	*Worden, Violet Mary Jane
Wilson, Marjorie S.	Wunderly, Charlotte
Wing, Evelyn M.	Young, Christina Chaplin
Winn, Marion Frances	Young, Warren Irving
Wood, Catherine Elisabeth	Yunitz, Dorothy Marie
Woods, Roy F.	*Zartarian, Eugene B.
Woodward, Alfred Clark, Jr.	*Zartarian, Garbis E.
*Woodward, Duncan Friend	

CERTIFICATES IN INDUSTRIAL ARTS

Hartnett, John Francis

Johnson, Harold Winslow

PART II

STATISTICS

The following tables and information are given as matters of interest and value for permanent record.

I

GENERAL STATISTICS, SCHOOL YEAR 1939-1940

Population	39,939
Valuation of property, January 1, 1940	\$59,274,700
Valuation of School property, January 1, 1940	2,587,900
Number of principals, January 1, 1940	12
Number of supervisors, January 1, 1940	3
Number of teachers, January 1, 1940	242
Number of part time teachers, Jan. 1, 1940	3
School census, children 5 to 16 years, October, 1939	7,135
Pupils enrolled during the year	6,983
Average daily attendance	6,459
Average number of days school kept	178
Average membership	6,819
Percentage of attendance	94.7
Total cost for support, school year 1939-1940	\$645,673.02
Average cost per pupil in average membership	\$94.68
Part of this raised from local taxation	\$591,547.52*
Number of senior high school graduates, 1940	513
Number of junior high school pupils who re- ceived certificates, 1940	568

*This amount is for fiscal year 1939.

II

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1939-1940

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
High School	XIII (Post Graduates)	48	37.7	33.2	88.1
	XII	429	422.5	401.0	94.9
	XI	594	580.0	550.0	94.8
	X	777	754.8	714.4	94.6
	Industrial Arts	28	23.7	21.1	89.0
		1876	1818.7	1719.7	94.6
Jr. High School Center	IX	169	164.2	158.4	96.5
	VIII	139	138.9	134.2	96.6
	VII	137	133.3	128.5	96.4
		445	436.4	421.1	96.5
Jr. High School East	IX	207	202.5	192.8	95.2
	VIII	184	183.0	173.5	94.8
	VII	193	190.0	181.9	95.7
		584	575.5	548.2	95.3
Jr. High School West	IX	262	265.4	248.9	93.8
	VIII	245	246.4	237.7	96.4
	VII	256	259.5	248.6	95.8
		763	771.3	735.2	95.3
Jr. High Industrial Arts School		76	69.8	64.9	92.9
Brackets School:					
Mary T. Keefe	VI	34	34.1	32.5	95.3
Hilda W. Kurvinen.....	VI	34	34.7	33.2	95.7
Marguerite Holland....	V	34	32.6	30.5	93.6
Rita McCarthy	V	31	31.4	29.8	94.9
Agnes C. Delay.....	IV	33	33.6	32.1	95.5
Isabell W. Eaton	IV	36	35.3	33.6	95.2
Mildred Johnson	III	35	33.1	31.5	95.2
Ruth A. Scallan	III	33	32.5	30.8	94.8
Margaret M. Moran....	II	33	34.3	31.9	93.0
Cecilia C. Morytko....	II	38	34.3	31.9	93.0
Catherine A. Hamilton	I	30	31.0	28.7	92.6
Ruth E. Wallace.....	I	33	30.7	28.8	93.8
		404	397.6	375.3	94.4

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1939-1940

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Crosby School:					
Helen I. Knowles	VI	40	39.5	37.9	95.9
Bessie Ryder	VI	40	38.5	36.7	95.3
Mary A. Doyle	V	20	20.0	19.1	95.5
Rilla M. Hamlin	V	29	27.9	26.6	95.3
Bernice E. Walkinshaw	V	28	28.3	26.5	93.6
M. Esther Bullock	IV	33	34.9	33.4	95.7
Hulda E. Magnuson..	IV	36	35.6	33.6	94.3
Sara M. Henderson ...	III	33	33.2	31.1	93.7
Helen M. Warren	III	35	34.7	33.2	95.7
Grace E. Fettretch....	II	29	26.9	25.5	94.7
Gertrude L. Toomey..	II	32	29.8	28.1	94.3
Nina M. Edmunds	I	26	27.7	25.8	93.1
Edith F. Grant	I	30	28.2	26.2	92.9
Beth A. Easter	Special Class..	9	8.8	8.2	93.2
		420	414.0	391.9	94.7
Cutter School:					
Frances S. Curtis	VI	34	32.7	31.3	95.7
Alice G. W. Daniels....	VI	34	33.1	31.5	95.2
Elsie F. Greenwood....	V	33	32.1	30.4	94.7
Bessie M. Mack	V	36	34.9	33.8	96.8
Elsie L. McCarthy	IV	31	32.1	30.5	95.0
Florence I. Pacetti	IV	34	32.9	31.1	94.5
Gladys M. Patterson..	III	37	35.5	33.8	95.2
Elizabeth G. Stratton..	III	34	32.9	30.8	93.6
Arline Avery	II	32	29.8	28.2	94.6
M. Frances York	II	32	30.1	28.6	95.0
Ida C. Hunt	I	33	29.9	27.9	93.3
Mary G. Lane	I	29	27.5	25.7	93.5
Esther L. Boyce	Special Class	11	9.9	9.1	91.9
		410	393.4	372.7	94.7

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1939-1940

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Hardy School:					
Helen M. Fogg	VI	37	35.3	33.7	95.5
Ann M. Holland	VI	36	34.8	32.6	93.7
Georgie A. Melia	VI	36	32.9	31.5	95.7
Jean Roberts	V	30	27.9	26.5	94.9
Alice W. King	V	35	33.9	32.2	94.9
Anna G. Scannell	V	31	30.6	29.1	95.1
Margaret C. Ahern	IV	30	27.7	26.0	93.9
Dorothy W. Byrne	IV	31	28.9	27.2	94.1
Alice C. Hearn	IV	28	25.9	24.4	94.2
Margaret E. Brennan	III	34	32.4	30.2	93.2
Caroline M. Casella....	III	32	32.5	30.1	92.6
Barbara S. Donelson...	III	38	36.9	34.3	92.9
Margaret H. Headley..	II	30	27.2	25.3	93.0
Elizabeth L. Holton....	II	30	29.2	26.7	91.4
Helen E. Marco	II	27	26.5	24.7	93.2
Dorothy G. Edmunds..	I	39	33.2	29.6	89.1
Helen A. O'Brien	I	1	10.9	10.1	92.7
Ellen E. Sweeney	I	42	33.6	29.7	88.4
Dorothy E. Thompson	I	41	32.1	28.9	90.0
		608	572.4	532.8	93.1
Locke School:					
Gertrude B. Bradstreet	VI	39	39.7	38.2	96.2
Jessie E. Smith	VI	41	40.3	39.1	97.0
Miriam Braley	V	39	39.4	37.4	94.9
Agnes V. Hurley	V	36	39.5	37.6	95.2
Florence W. Cromwell	IV	23	22.5	21.6	96.0
Juliette H. Howard	IV	25	24.1	23.2	96.3
Edna MacArthur	IV	26	22.4	21.4	95.5
Clara L. Buxton	III	28	30.7	29.1	94.8
Carrie L. Horr	III	30	30.7	28.8	93.8
Ethel P. Dunn	II	35	33.7	32.1	95.3
Amy D. Young	II	33	33.0	31.1	94.2
Dorothea Johnson	I	32	32.9	30.4	92.4
Mary Lawler	I	33	33.8	30.7	90.8
		420	422.7	400.7	94.8

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1939-1940

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Parmenter School:					
Mildred A. Evans	VI	39	38.4	36.1	94.0
Wyllian E. Barrett	V	38	37.4	35.1	93.9
Shirley A. Walker	IV	33	30.4	28.7	94.4
June E. Simmons	III	31	29.8	27.8	93.3
Mary Griffin	II	31	29.3	27.4	93.5
Virginia J. Hart	I	19	15.8	14.6	92.4
		191	181.1	169.7	93.7
Peirce School:					
Agnes V. Eaton	VI	25	26.5	25.2	95.1
Agnes M. McCabe	VI	34	34.2	33.1	96.8
Frances P. Moran	VI	34	33.6	32.1	95.5
Ruth E. Madden	V	30	27.1	25.8	95.2
Bernice M. Main	V	32	28.7	27.6	96.2
Helen F. O'Neil	V	26	26.8	25.9	96.6
Natalie E. Burke	IV	39	37.5	36.0	96.0
Alice R. Charter	IV	39	38.3	35.9	93.7
Nellie A. Anderson	III	36	36.3	34.6	95.3
Grace L. Snow	III	32	31.1	29.9	96.1
Lillian G. Glueth	II	29	27.9	26.5	94.9
Helen P. Leary	II	28	25.8	24.6	95.3
M. Elizabeth Shannon ..	II	22	24.2	22.8	94.2
Una G. Beebe	I	36	33.6	30.5	90.8
Katherine E. Phelan ..	I	34	32.9	30.5	92.7
		476	464.5	441.0	94.9
Russell School:					
Blanche M. Dow	VI	36	32.9	31.5	95.7
Beryl K. Sullivan	VI	35	33.9	32.6	96.2
Lisle M. Collins	V	27	27.7	26.8	96.8
Helen F. McKenney	V	28	28.0	26.9	96.1
Mabel C. Pond	IV	27	28.7	27.4	95.5
Effie M. Pottle	IV	27	25.2	23.7	94.0
Mary V. Donnelly	III	26	24.9	23.4	93.9
Ruth C. MacCarlie	III	25	25.1	23.6	94.0
May P. Browne	II	22	20.7	19.5	94.2
Helena A. Sullivan	II	21	21.6	20.3	93.9
Mary A. Chater	I	36	32.6	30.5	93.6
		310	301.3	286.2	95.1
GRAND TOTALS		6983	6818.7	6459.4	94.7

III
COMPARATIVE TABLE OF AVERAGE MEMBERSHIP
(Year ending June)

Year	High	Junior High School Center	Junior High School East	Junior High School West	Junior High Indus- trial Arts	Brackett	Crosby	Cutter	Hardy	Locke	Parmenter	Peirce	Russell	Totals
1936	1533.6	401.0	591.5	716.7	66.1	381.6	488.1	504.2	607.0	472.2	203.7	481.6	405.5	6852.8
1937	1581.4	419.9	605.5	742.6	71.9	390.4	483.4	476.1	581.1	470.2	219.4	501.6	365.1	6908.6
1938	1628.3	426.1	593.1	793.7	68.5	382.5	459.2	441.3	574.4	461.0	208.6	494.2	331.7	6862.6
1939	1743.8	439.5	582.1	765.2	71.5	389.9	426.6	404.1	559.6	432.0	225.7	488.0	313.4	6841.4
1940	1818.7	436.4	575.5	771.3	69.8	397.6	414.0	393.4	572.4	422.7	181.1	464.5	301.3	6818.7
*1940	1878.1	398.6	572.2	746.5	55.9	416.3	410.7	379.2	530.4	424.7	169.7	416.8	282.3	6681.4

*Fall Term

IV

COMPARATIVE STATISTICS FOR CALENDAR YEARS ENDING DECEMBER 31

	1936	1937	1938	1939	1940
Total average membership	6,867	6,887	6,839	6,830	6,732
Total number of full time supervisors, principals and teachers	262	257	259	256	257
Total current expenses	\$648,048.00	\$645,426.00	\$647,951.00	\$652,107.00	\$654,056.00
Cost per pupil	94.37	93.72	94.74	95.48	97.15
Receipts from State and elsewhere.....	56,114.00	55,983.00	56,116.00	55,996.00	55,243.00
Net cost from local taxation for school support	591,934.00	589,443.00	591,835.00	596,111.00	598,813.00
Net cost per pupil from local taxation....	86.20	85.59	86.54	87.27	88.95
Total expenses for instruction (salaries, books and supplies)	512,433.00	510,109.00	510,839.00	511,189.00	509,869.00
Vocational School Tuition	4,479.00	6,010.00	7,349.00	9,061.00	9,161.00
Vocational School Tuition Receipts.....	1, 877.00	2,327.00	2,167.00	3,606.00	4,164.00

V. FINANCES

(Note: These figures are given for the school year as reported to the
State Department of Education)

	1935-1936	1936-1937	1937-1938	1938-1939	1939-1940
General Control	\$17,054.17	\$16,004.63	\$17,064.07	\$17,427.33	\$17,792.05
Salaries of Supervisors, Principals, and Teachers	487,726.70	476,727.51	471,636.70	478,902.76	474,071.10
Textbooks	6,242.96	7,088.61	7,945.40	8,937.89	7,287.63
Other Expenses of Instruction.....	24,412.20	23,566.88	27,314.57	26,373.67	25,646.29
Janitors, Fuel, etc.	71,199.24	75,475.17	72,420.41	77,090.00	77,964.29
Repairs and Maintenance.....	29,074.96	31,956.44	28,071.91	29,362.75*	26,956.79
Libraries	1,258.99	1,332.88	1,320.91	1,428.26	1,524.40
Health	7,106.40	7,338.66	6,927.59	6,633.78	7,094.50
Tuition	20.48	40.61	43.83	59.50	72.81
Miscellaneous	6,412.94	6,978.82	6,701.74	6,592.44	7,263.16
Total for Support	\$650,509.04	\$646,510.21	\$639,447.13	\$652,808.38	\$645,673.02
Per Pupil Cost for Support.....	94.92	93.57	93.19	95.42	94.68
New buildings, grounds, equipment.....	5,294.48	2,689.35	7,072.76	12,403.59	11,101.67

*Including \$2,249.45 for hurricane damage.

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1939

ANNUAL REPORT
OF THE
SCHOOL DEPARTMENT
OF THE
TOWN *of* ARLINGTON
FOR THE YEAR
1939



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SCHOOL COMMITTEE

M. NORCROSS STRATTON

Chairman

THERESE N. TURNER

Secretary

Term Expires March, 1940

CLEMENT J. BEAUDET 2 Walnut Terrace

JOSEPH J. BEVINS 127 Scituate Street

THERESE N. TURNER 130 Jason Street

Term Expires March, 1941

MICHAEL A. FREDO 9 Webster Street

JOHN P. MORINE 63 Cleveland Street

M. NORCROSS STRATTON 11 Trowbridge Street

Term Expires March, 1942

HAROLD A. CAHALIN 15 Johnson Road

JAMES W. KIDDER 215 Crosby Street

KATHARINE W. LACEY 32 Jason Street

* * * *

Regular Meeting

Third Tuesday of each month, except

July and August

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REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Arlington:

At no time in history has the value of the American scheme of public education been more justified than today. No real democracy can exist without an educational system which provides an adequate training in citizenship and an equal opportunity for all of its youth. Education is costly, but it is worth the price.

For years Arlington has enjoyed a reputation for its generous support of education and for its excellent school system. Your School Committee has conscientiously maintained past standards and is constantly endeavoring to improve the service which our schools can render to our children. The Committee has been economical in administering the schools and conservative in expending the funds provided by the town for education.

Citizens should read the report of the Superintendent, which the Committee presents as part of its report and in which is detailed the improvements made in the organization of the school system and the reductions brought about by wise planning, careful administration and constructive supervision.

The personnel of the School Committee for 1939 was the same as for 1938.

Your Committee is obliged again to refer to the need for additional school accommodations. It is our duty to call attention to the urgent need for the town to take some action toward providing adequate school buildings in the Hardy and Russell districts. The Hardy School is now filled to capacity; the Russell School, as we pointed out last year, is no longer serviceable for the needs of the district it is trying to serve. An adequate, safe building in a new location is a necessity. The Town should authorize the appointment of a School Accommodations Committee, which

should include members of the School Committee, to make an immediate study of this situation.

Again we point out the fallacy from the standpoint of economy, good business and urgent need, and we might well add civic pride, of continued delay in completing the George H. Lowe, Jr. Memorial Auditorium. We ask the town why something cannot be done about this.

Arlington has school property which has a total valuation of \$2,902,916. We are justly proud of the excellent care which is given to our buildings, but constant repair and replacements are necessary. Experts all agree that at least 1½ per cent of the valuation of buildings and equipment is a reasonable amount for care and upkeep. This would amount to \$43,543.74. We are requesting in our 1940 budget \$29,622.00, which is very much less than we might be expected to ask for. We have received in the past some W. P. A. help, but we are getting very little W. P. A. help now. We cannot depend upon that. We must warn you that more funds will be required for maintenance in the future if we are to properly safeguard the town's investment in school buildings.

The net cost of education to real estate taxpayers is materially reduced by the revenue accruing to the town from the Commonwealth and from other sources. The receipts on account of education during the fiscal year 1939 are as follows:

Vocational Education	\$ 3,606.10
Tuition of State Wards	2,860.42
Other Tuition	406.37
Miscellaneous	654.26
Americanization	471.25
Rentals	211.50
General School Fund	51,392.25
	<hr/>
	\$59,602.15

The total 1939 appropriation amounted to \$659,326.70. Deducting the reimbursements and the unexpended balance

of \$7,219.76 turned back to the town, the actual amount for school purposes from our Real Estate Tax levy is only \$592,504.79.

We regret to record the passing of two teachers who died in service during 1939:

Myrtle M. Davis, who began service in Arlington in 1907. At the time of her death in March, 1939, she was a first grade teacher at the Locke School. She had given efficient and faithful service to Arlington for thirty-two years.

H. Pauline Pattison, who began service in Arlington in 1934 and died July, 1939. She was an efficient teacher of English at the High School.

We pay tribute to two of our teachers who retired in 1939. Both have given long service to the Arlington schools. Both have made a distinct contribution to the system and a lasting impression on many of our citizens who were their pupils. We refer to Miss Helen M. Dow, first grade teacher in the Parmenter School, who began her teaching in Arlington thirty-five years ago in 1904; and to Miss Flora E. Fuller, who, at the time of her retirement in February, on account of illness, was principal of the Locke School. Miss Fuller began her service in the Arlington schools in 1914. The Committee expresses its gratitude to both for their loyalty and for their valuable contributions to the educational system of Arlington.

We express our thanks to the school officials, teachers and employees for their assistance and loyal support. We thank the town officials, members of boards and departments, and the citizens of the town for their cooperation.

Respectfully submitted,

M. NORCROSS STRATTON

Chairman,

Arlington School Committee

January, 1940.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1939

To the School Committee of Arlington:

Ladies and Gentlemen:

I hereby submit my third annual report as Superintendent of Schools in the Town of Arlington. The report deals with some of the details of our school system which ought to be of public interest. There are many phases of school work that should be covered by a report of this kind. To this end I have asked the high and junior high school principals, the elementary school supervisor and the supervisor of maintenance to submit reports to me of their work. I am, therefore, including portions of these reports as a part of my annual report.

INTRODUCTION

The purpose of this report is to furnish you and the citizens of the town useful and interesting information concerning the work of the public schools. When once we stop to consider the question seriously we are forced to the conclusion that the administration of its public school system is the biggest business in any community. In the rush of everyday business and activities we are prone to forget this fact. In our complex national life more and more obligations are being placed on the schools of the nation. Upon them primarily rest the duty and privilege of molding the lives and ideals of the future citizens of this nation. If the nation is to endure, the teaching and instruction of youth must be a matter of universal concern. It is the hope of your superintendent that the information contained in this report may, in some measure, set forth the conditions in our schools so that all who read it may have a better understanding of our efforts in the training of the young people in the public schools.

ENROLLMENT BY GRADES, DECEMBER, 1934-1935-1936-1937-1938-1939

	Dec., 1934	Dec., 1935	Dec., 1936	Dec., 1937	Dec., 1938	Dec., 1939
High School						
Post Graduates	55	46	39	31	39	42
Seniors	283	264	313	333	351	424
Juniors	429	528	544	537	637	590
Sophomores	712	704	692	729	724	764
Industrial Class	30	32	32	28	30	23
Total High School	1,509	1,574	1,620	1,658	1,781	1,843
Junior High						
Grade 9	512	537	556	586	590	632
Grade 8	568	580	611	593	641	575
Grade 7	572	608	615	656	569	590
Total Junior High	1,652	1,725	1,782	1,835	1,800	1,797
Junior High Industrial						
3rd year	19	20	25	23	21	27
2nd year	26	25	24	24	29	22
1st year	26	22	24	29	25	23
Total Junior High Industrial	71	67	73	76	75	72

Elementary						
Grade 6	608	606	646	580	596	602
Grade 5	640	629	587	593	599	558
Grade 4	633	564	597	597	551	516
Grade 3	586	589	592	554	530	519
Grade 2	598	585	584	542	525	492
Grade 1	589	550	508	507	476	482
Special Class	29	28	27	27	27	20
Total Elementary	3,683	3,551	3,541	3,400	3,304	3,189
Total of all grades	6,915	6,917	7,016	6,969	6,960	6,901

ENROLLMENT

From the table of comparative enrollment it will be observed that the total school enrollment of December 1939 is but fourteen pupils less than the total in 1934. There are some significant contrasts between these enrollments, however, to which I wish to call your attention.

It will be noticed that in the elementary schools there are 494 less pupils enrolled in December 1939 than in December 1934. The dropping off in elementary school enrollment is not peculiar to Arlington, but seems to be prevalent throughout the nation during the past five years, due, in part at least, to depression years.

Our junior high schools have 145 more pupils enrolled than in 1934 and our senior high school 334 more pupils than in 1934. Thus we have an increase of 479 pupils in our upper grades where the cost is greatest.

ELEMENTARY SCHOOLS

It has been my aim and purpose during the past two years to revise the courses of study in the elementary schools and to have the work in each of these schools cover the same ground so that a child moving from one section of the town to another would not find himself in the position of one moving to another town. I mentioned in previous reports the introduction of a new reading system and that we were working on a course of study in arithmetic. We have completed the course of study in arithmetic and at the present time are working on a course in social studies. I shall quote from the elementary supervisor's report some of the accomplishments of the past year.

"Conferences with the individual principal, sometimes visiting with her, whenever I have gone to a building have helped me to improve the work. We go over the rating sheets, the individual records and problems the teachers are facing, agreeing on a mutual plan of help which the principal follows up and reports on my next visit. The principal and supervisor need to work in complete understanding

in all matters pertaining to teachers and pupils. In nearly all cases we have reached this point of working together.

"We have had a principals' meeting every month, with three extra or special meetings, at which not only all routine matters of organization have been discussed and agreed upon but curriculum content, teaching methods and professional problems of all kinds have been considered. Into these meetings I have brought reports from state and national meetings, from university conferences, from the newest magazines and professional books as well as contacts with outstanding educators it has been my good fortune to meet during the year. I have tried to extend our horizon by bringing the best of educational thought I could find. I find a great need in this line. These principals' meetings which have grown in frankness, in cooperative spirit and intensive endeavor, are making not only for general improvement but for unity of purpose and achievement throughout the schools, and 'an equal chance for every child.'

"The reading has improved greatly. This year the teachers, being more familiar with the system, have accomplished much more both in quantity and quality. The supplementary reading has also improved and is better graded due to the new supplementary books and the better foundation of the new system. When I came here in March 1938 many first grades were in primers or pre-primers and many second grades in primers or book one. Now, at the close of December of this school year, all first grades are nearly through the primer; some are nearly through book one and have read from three to five other books. All second grades are well along in book two and some have finished it, as well as having read from two to four supplementary readers. The quality of the reading is much better and the power of the children to attack the new reading much greater.

"Every teacher in the first three grades has a bulletin on phonics which indicates when, where, and how she is to teach the various sounds. This was compiled from the

Elson system and makes clear and complete the instruction and use of phonics in reading. It shows each teacher exactly how much sound teaching she does in her grade and where in her reading she does it. It also shows her the phonics taught in the previous grade which she must retain by use. The superintendent, supervisor, or principal coming into a room and consulting this bulletin can see at a glance what the children have learned in phonics and where they are now working. It is a clear guide to very definite, comprehensive phonic work in reading. The phonics now go along with and are a building part of the reading.

“Arithmetic. The teachers, as requested, kept records during the year of how the course of study and new arithmetic textbooks worked and from these records collected from every teacher, the committee revised the course of study.

“Social Studies. The geography and history are more clearly related this year, the majority using the unit basis. Bulletins on the fourth, fifth and sixth grade work have been placed in the hands of the teachers. These are tentative guides until the committee gets out a regular course of study which should be finished this year.

“The History and Geography of Arlington has been carefully compiled during the past year and goes into the fourth grade classrooms in its first form this month. The plan is to use all this material on the Story of Arlington that can be understood and appeals to this age child and during the year have the children write and illustrate it in story form. It has been a big piece of work and the committee deserves great credit for they have gone far and wide for the material and have spent a great deal of time rewriting it.

“Penmanship. A study of the penmanship showed a great variety in the style of writing, no agreement in materials or methods and great differences in standards and accomplishments. This was natural since it is some years since it has received any supervision. The Houston material

which had been used was placed in the hands of all the teachers, board work stressed in the first grade and a general agreement reached as to the spacing of paper and use of ink. As a result, the penmanship has improved. There has been a general improvement in teacher penmanship which I wish to commend. A committee of teachers is working on a course of study in penmanship and hopes to have it ready by April.

"Testing Program. This year we finished up a simple testing program so we have a clear, brief picture of every child. As far as it goes for the first time, it is complete. There is an intelligence quotient for every pupil. This was obtained by giving the Henmon-Nelson tests in all grades above the first. The first grade was tested by Dr. Lincoln who used the Detroit test for beginners. Dr. Lincoln also tested sixty problem children. Dr. Rothney from Harvard tested all the pupils coming to us from private schools, the great majority of whom were seeking admission to our second grade.

"The Metropolitan and Durrell-Sullivan tests were used to get the achievement of every child in reading and arithmetic, so at this time in the elementary schools we have the chronological age, the mental age, the intelligence quotient and the reading and arithmetic rating as well as other significant data from this testing. This has been used to help us in our grouping of children, in our planning of work, in our placing of children and in our meeting individual needs.

"Every recommendation on a child from the Harvard clinic, Dr. Lincoln or Dr. Rothney has been carefully considered by the supervisor with the principal and teacher, and remedial work followed up. When the problem has been too great for us we have sought help from such outside clinics as Boston University, Harvard University, Dr. Thom, and Judge Baker Foundation. There has been constructive follow-up on every case."

JUNIOR HIGH SCHOOLS

From the junior high school principals' reports come

the following high spots. During the past year increased effort has been made to satisfy each pupil's needs, capacities, aptitudes and interests. In order to follow out this program different forms of reliable data were used, such as teachers' marks and judgments, psychological tests, standard subject tests, health records and records of personal conferences.

There has been a great deal of guidance work carried on in the junior high schools during the past year. One of the principal guidance problems of the year, carried out in all three junior high schools, was to prepare pupils for a wise choice of subjects for the following year. First, a series of grade forums was held where subject offerings of the next year were explained and discussed, including, of course, the courses of study in the senior high school. It is hoped that the work in guidance can be carried on more extensively as time goes on. You may recall that in my report of 1937 I stated that I believed guidance the heart and core of any school system.

In September, the junior high schools began operation under revisions suggested by the superintendent or by the mutual planning of the three junior high school principals or as a result of research within the schools themselves.

Two notable forward steps were taken in the past year in the direction of improved curricula and in the addition of a seventh period for individual help.

The change from the multiple-choice curriculum to four curricula designated as Civic, College, Commercial, and Technical, not only furnishes a more stable and purposeful offering in the junior high school, but it brings about a closer articulation with the curricula of the senior high school.

The seventh or special help period is working out very satisfactorily according to the reports from all three junior high school principals, as it permits each teacher to concentrate upon a relatively small group of pupils with consequently profitable results. The percentage of failures has dropped noticeably since the period was introduced.

It is the consensus of opinion of your superintendent and the three junior high school principals that an improvement in the French course of study should be made next year by changing the French offered in the junior high school from a high school preparatory course to a course in cultural French. A strictly college preparatory French course is unnecessary in the junior high schools because three years of French are already provided in the senior high school. A course in cultural French would be conducted according to the direct method which furnishes a greater opportunity for proficiency in oral French than obtains under the present method. It could also be so taught as to acquaint the pupils with a much broader view of French life and civilization.

SENIOR HIGH SCHOOL

From the report of the principal of the High School come the following comments:

"The enrollment of pupils in the Senior High School on October 1, 1938 was 1760. On October 1, 1939 the enrollment was 1877. This shows an increase of 117.

"Last June a graduating class of 464 received diplomas. This year the graduating class at the present time numbers 530. This number will decrease somewhat by the end of the school year, but the graduating class next June will be larger than any of the preceding classes in the history of the school.

"Since my report to you a year ago, a few changes in the curricula have been made. Second year algebra has been placed in grade ten along with plane geometry, the algebra coming three times a week and the geometry two times. Next year, and thereafter, these subjects will be continued in grade eleven with the algebra coming two times a week and the geometry three times. By this arrangement, we hope the pupils will find it easier to master the second year algebra than under the former plan, which placed this subject entirely in grade eleven. I believe it is too early for us to judge surely the value of this new plan.

"In my report last year, I listed a number of needs to help improve the work we are doing in the school. Briefly, these needs are a modern assembly hall, a new administration unit, a room telephone system, a new gymnasium, more teachers. We are grateful to you and the School Committee for hiring some additional teachers during the past two years. This has made it possible for us to carry on the usual classroom work without overburdening the teachers. To continue this condition we shall probably need one or two additional teachers next year on account of our expected increase in enrollment. I believe, however, as I pointed out in my report last year, much could be done to improve the work in our school if we could have a sufficient number of teachers.

"We need to have a faculty manager or co-ordinator of athletics as a regular part of our school organization. I hope the School Committee will be able soon to appoint one of our men teachers to this position and to provide so that in the future the position will be filled regularly."

REDUCTION OF FAILURES

One of the problems concerning Mr. Gammons and the high school faculty has been that of reducing failures. I am happy to report that much progress has been made in this direction. It has been recognized more clearly than ever before that public high school students with varying abilities should not be held to the same standards of performance. Once this is recognized the logical conclusion is the setting up of several standards, insisting only that each student work to his mental capacity. With such an understanding, failures are bound to be reduced. There still remains for many, however, the need for broader educational opportunities. Your superintendent, the secondary school principals and the heads of the various departments have given much thought to this matter during the past year. This year we are using the bi-monthly rank sheets similar to those that have been used in the elementary and junior high schools during the past two years. These sheets show

clearly the percentage of failures in each class and we feel that it is our job to know the reason for these failures. I feel that by this method the percentage of failures will be materially reduced in the next year. Failure is not only bad for the pupil but each failure is an added expense to the school department.

VOCATIONAL SCHOOLS

Our high school at the present time has an enrollment close to 1900 pupils. Many of these boys and girls are there due to the economic conditions that make it impossible for them to find employment. In far too many cases the courses we have to offer do not meet the needs of the pupils. Surrounding cities and many towns and cities in outlying districts have met the needs of these pupils by starting vocational schools. At the present time we have seventy-eight pupils attending vocational schools in Somerville, Medford, Boston, Jamaica Plain and Cambridge, under Chapter 74, Sections 7 and 8 of the General Laws which requires towns and cities to pay tuition of pupils who attend vocational schools in other communities if the resident town does not offer this opportunity.

It has cost the town of Arlington this past year approximately \$9000 to pay the tuition of Arlington boys and girls who are attending vocational schools in surrounding cities. Fifty percent of this will be reimbursed by the State which, of course, would be true if we had a vocational school of our own that would accommodate many more boys and girls than we are reaching at present. I believe, after much study, that there is a place for vocational training in the school system of Arlington. Such a school would relieve the crowded conditions at the high school which is now filled to its capacity, and would more adequately meet the needs of a large number of boys and girls who are now floundering around in courses that are not of interest to them. Vocational training is moving forward all over the United States. The number of students demanding this kind of education is larger and larger each year, and this trend is evident in Arlington.

I recommend that a committee be appointed to study this matter and make a report at some date in the near future.

CHANGES IN THE TEACHING STAFF

Resignations:

Helen T. Rice—High School, Household Arts.
Henry D. Hormel—High School, History and Athletic Assistant.
H. Pauline Pattison—High School, English (deceased).
Dorothy Perkins—Junior High School Center, French and English.
Christine M. Hooper—Junior High School West, Social Studies and French.
Avis L. Lane—Brackett School, Grade II.
Helen E. Porter—Brackett School, Grade VI.
Edith C. Caswell—Brackett School, Grade III.
Winifred Trask—Crosby School, Grade IV.
Marion B. Johnson—Crosby School, Grade II.
Louise M. Barber—Cutter School, Grade VI.
Catherine M. Smith—Cutter School, Grade IV.
Alice M. Wilson—Hardy School, Grade III.
Esther M. Thomas—Hardy School, Grade III.
Myrtle M. Davis—Locke School, Grade I (deceased).

Retirements:

Flora E. Fuller—Locke School, Principal.
Helen M. Dow—Parmenter School, Grade I.

Leaves of Absence:

Frances B. Murray—High School, Commercial Subjects.
Lois B. Wright—High School, English.
Nina E. Flagg—Brackett School, Grade V.

Appointments:

George F. Fusco—High School, History and Athletic Assistant.

Dorothy Rooney (substitute)—High School, Commercial Subjects.

Ella Tewksbury (substitute)—High School, English.

Roger L. Warner—High School, Mathematics and Science.

Marjorie Burr—Junior High School Center, Household Arts.

James R. Powers—Junior High School Center, French and English.

Clarice Gott—Junior High School East, English.

John P. Bradley (substitute)—Junior High School West, Mathematics.

Ruth Scallan—Brackett School, Grade III.

Mary Doyle (substitute)—Crosby School, Grade IV.

Helen O'Brien (substitute)—Hardy School, Grade I.

Virginia Hart—Parmenter School, Grade I.

M. Elizabeth Shannon—Peirce School, Grade II.

Ruth E. Madden—Peirce School, Grade V (returned from year's leave of absence).

Transfers:

Geneva M. Starrett—From Junior High School Center, Household Arts to High School, Household Arts.

Dorothy L. Burbank—From Junior High School East, English to High School, History.

Iris C. Brown—From Junior High School East, English to High School, English.

Marguerite Holland—From Peirce School, Grade V to Brackett School, Grade V.

Grace E. Fettretch—From Russell School, Grade I to Crosby School, Grade II.

Margaret E. Brennan—From Parmenter School, Grade IV to Hardy School, Grade III.

Helen Roberts—From Locke School, Grade VI to Locke School, Acting Principal.

Mary Lawler—From Peirce School, Grade I to Locke School, Grade I.

Of the changes in the personnel of our staff in 1939, nine of our teachers resigned to be married, one took a position elsewhere, three resigned because of home conditions, two retired and two died. Two high school teachers and one elementary school teacher are taking a year's leave of absence.

In the elementary schools, due to reorganization, we found it unnecessary to make new appointments to cover eight vacancies. In the High School two additional teachers were appointed due to increased enrollment.

PROFESSIONAL STUDY

In a progressive school system a teaching force must keep informed of the newer developments in education and newer methods and practices. Professional study is the greatest aid to this end. Ten high school teachers, thirty-one junior high school teachers and forty-six elementary school teachers in our school system have taken summer and extension courses during the past year, and have thereby made themselves more valuable to our school system. It is hoped that more teachers will avail themselves of this opportunity in the near future. Many school systems offer an increase of fifty dollars more than the normal increase once in three years to the teachers who have attended summer school and received sixty hours credit, or the equivalent in extension courses. I hope the time will come when we will give some consideration to our progressive teachers.

PARENT-TEACHER ASSOCIATIONS

The excellent spirit of co-operation between the home and the school has been fostered by the growth and development of seven parent-teacher associations. The membership of these groups has increased each year and the programs have been constructive and educational. Each association meets regularly once each month for educational and social activities. The objectives of these associations are the welfare of the children in the schools and an understanding of the problems of education. Their co-operation

is evident in all the aspects of community life which affect the schools, and appreciation is expressed for what has been accomplished by them in Arlington during the past year.

SCHOOL HALLS

The school department has eleven school halls and four gymnasiums under its direction. The public use of these facilities has greatly increased and has become one of the important problems in the administration of the schools. Many of the halls and all of the gymnasiums are in constant demand for public functions. It has been our practice up to the present time, if money were available, to allow certain organizations, namely: the Boy Scouts, the Girl Scouts, and the Parent-Teacher Associations to a certain extent, the use of these facilities free of charge. Other groups who have used these halls have paid the janitor fees and those groups using the halls for commercial purposes have paid a rental charge as well as janitor fees. The intention of the School Committee in charging for the use of these halls for commercial purposes was in no way intended to be in competition with private halls.

We have been informed by the town accountant that in the future all use of these halls and gymnasiums must be paid for from the school budget; in other words, these organizations cannot pay the school janitors, as has been our previous practice. This means an approximate increase in the school budget of about \$3,000 for janitorial service alone. The total cost for community activities in the use of these facilities is approximately \$12,000. This amount is charged to the cost per pupil in the State reports, yet has nothing to do with the cost of public school education. I believe these are facts about which the public should be informed.

ATHLETIC COUNCIL

The Athletic Council which was organized in your school system over three years ago has continued to function and all athletic funds are handled in a businesslike

manner. Instead of a deficit which existed at the time the Council was organized, at the present time there is a comfortable balance, on which we depend to run our athletics for the balance of the year. Football is the only sport from which we realize any surplus. The other sports do not pay for themselves, nor have they for a period of years. In fact, football in a large measure pays for all of the other sports.

I feel that we should express our appreciation to the Rotary Club for the splendid banquet which was tendered to the football squad, the high school principal, coach and assistant coaches. It was a wholesome thought, and I believe meant much to the boys to feel and realize the interest that the men in the community have in them and their activities.

REPAIRS

Following is a report by the Supervisor of Maintenance of some of the major items of repair accomplished during the past year, including work done by the W. P. A., the Welfare and the Unemployment departments:

Retubing of two boilers at the High School, old building.

Replacement of 125 units of classroom furniture at the Junior High School Center.

Installation of new asphalt flooring in three classrooms, two offices, clinic, and stair landings up to the second floor and down to the basement, also the installation of Linotile stair treads with rubber nosing up to second floor and down to the basement at Junior High School Center.

Painting of three classrooms and first floor corridor, Junior High School Center.

Complete replacement of copper gutters and conductors, also other minor roof repairs at the Junior High School Center.

Continuation and completion of replacement of copper gutters and conductors, also other minor roof repairs at the Crosby School.

Complete replacement of gutters and conductors with copper, also other minor repairs, at the Parmenter School.

Installation of about 380 lineal feet of 8-ft. chain link fence at the Brackett School playground.

Repairing and painting of all exterior flag poles.

Remodeling of toilet and shower rooms in boys' locker building, Spy Pond Field.

Remodeling of old sewing room into a classroom at the High School.

Replacement of about 469 lights of broken glass in windows, etc.

Work Done by W. P. A.:

Making of building plans for various school buildings. Completion of painting project at the Hardy, Locke and Peirce Schools.

Installation of wood carvings at High School entrance in old building and around stage of auditorium in old building.

Completion of unfinished area in basement of old building so it may be used for paint shop and finishing room.

Painting of grandstands and fence around Warren Peirce Playground.

Work Done by Welfare Department:

Construction of indoor cinder running track in unfinished basement area in High School, new building. Assisting caretaker at Spy Pond Field in upkeep of grounds, etc.

Work Done by Unemployment Department:

Erection of section of stone wall around Brackett School playground.

WORK RECOMMENDED TO BE DONE IN 1940

Changes made in sprinkler piping of fresh air stack rooms so that sprinklers may be in operation in these rooms during the cold weather period. This work is needed at the Crosby, Locke, Cutter and High Schools.

A certain sum of money should be provided each year to complete the sprinkler systems and make other changes and additions to the school buildings as recommended by the Fire Insurance Rating Association. Completion of inside telephone system in new High School building and changing of telephone system in old building so that principal may communicate with all classrooms. At present there is no communication.

Through W. P. A.:

Completion of projects already submitted and approved by W. P. A. authorities for the Crosby, Brackett, High, Junior High West, Parmenter and Peirce Schools, and Spy Pond Field.

A new roadway with curbing should be installed at the Junior High School West.

All playgrounds should be given a coat of stone dust and rolled with a gas roller.

SCHOOL ACCOMMODATIONS

In regard to school accommodations I can only repeat what I stated in my report for 1938, in which I called attention to the need for completion of the high school auditorium. I wrote at length on this matter in my report of 1937, so merely mention it at this time.

A year ago, I also called attention to the great need of additional accommodations at the Hardy School and rec-

ommended that a committee be appointed to bring in plans and specifications for an addition to that building.

I also recommended that consideration be given to replacing the present Russell School building and brought to your attention that Junior High School Center is filled to capacity.

Besides the building needs I again wish to call to your attention the need of playground equipment.

I hope that careful thought and study will be given to these matters not only by our School Committee but also by our citizens.

SCHOOL COSTS

Our average cost per pupil for the school year ending June 30, 1939, as compared with the cost for the eight preceding years, is shown in the following table, as compiled from the annual reports of the Massachusetts Department of Education.

	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39
Elementary Schools	\$86.50	\$88.10	\$82.00	\$80.05	\$76.31	\$78.86	\$75.46	\$75.70	\$79.44
Junior High Schools	125.83	132.42	117.47	109.55	105.10	100.18	100.86	99.67	103.09
High School	154.93	151.25	138.45	124.07	124.36	114.85	114.91	111.22	106.94
Arlington's average	108.58	111.08	102.29	97.10	93.50	92.43	91.26	90.70	92.88

You will note by the above table that there has been a decrease of \$7.06 in the cost per pupil in the elementary schools since 1930. In the junior high schools there has been a decrease of \$22.74 in the cost per pupil; and in the senior high school a decrease of \$47.99. The average cost per pupil for the school year 1930-31 was \$108.58, and for the school year 1938-39, \$92.88, showing a total decrease in cost per pupil of \$15.70. Our average cost per pupil is at present considerably lower than the State average.

CONCLUSION

Public education is for all of us a public trust. It is the business of every one to develop this project of common interest to its fullest extent. To this end intelligent and constructive criticism is most welcome.

There will never be a time when we may justly say, "There is no expectation of further improvement." We must never rest content with present attainments. "The better of tomorrow must ever replace the good of today." "We must see to it that our reach exceeds our grasp," for in no other way can we have a progressive educational atmosphere.

It is my settled purpose and earnest desire through the cooperation of the School Committee, our admirable teaching force, and our generous citizens to make the system of Arlington public schools second to none, so worthwhile in all its branches that we may feel an increased pride in it, so well spoken of elsewhere that prospective citizens may find it an added incentive to locate here, and so sensible and thorough in its training that there can be no well founded doubt as to its worth. I hope to stimulate in our teachers more confidence in themselves, an abundant faith in childhood, a keen professional spirit and a consuming ambition to do better teaching each year.

In closing, I wish to express my appreciation for the great measure of freedom you have given me in the discharge of my duties and the cordiality of our relations. I wish also to express my consciousness of the loyal cooperation of the principals, supervisors, teachers, the supervisor of maintenance and all others connected with the Arlington School Department.

Respectfully submitted,

JOSEPH S. KEATING,

Superintendent of Schools

January, 1940.

LIST OF HIGH SCHOOL GRADUATES

1939

*HONOR PUPILS

- Adams, William Clayton, Jr.
*Ahern, Regina Marie
Aldrich, George W.
Allen, Robenia
Allen, William Crowell
Allosso, Frank Nicholas
*Alsen, Margaret Clare
Alvero, Edward Jose
Ambrose, Doris Moore
Anderson, Mary Elizabeth
Antony, Audrey C.
Aubrey, Francis Paul
Augustus, Elmer William
Aurilio, Rose Mary
Babb, J. Warren
Bailey, Mary Angela
Baker, Eva T.
Baker, Hollis
*Baker, Margaret H.
*Baker, Nancy E.
Bamberg, Ruth Anita
Barker, Doris F.
Barnstead, Sidney G., Jr.
*Barry, Mary Patricia
*Beers, Malcolm A.
Bennett, Elizabeth H.
Bennett, Marie Florence
Benshimol, Robert Sinnott
Benson, Elsa Henrietta
Bergstrom, Arthur H.
Birch, Clifford W., Jr.
*Bixby, Ruth Furness
Black, Edna Mary
Blanchard, Linden O.
Borson, Thelma A.
Bouzas, Barbara Elizabeth
Bowen, Gordon L.
Bowker, Clarence W.
Bradford, Marian Ruth
Brawley, Richard H.
Bresnan, Donald Francis
Brickley, Anne Marie
Briggs, Ruth J.
Brodie, Lilla
Brown, Irving M.
Brown, Kenneth T.
Buckle, Dorothy Frances
Buckley, Marie Margret
Bugden, Charles Thomas
Bullock, Pauline Claire
Burke, Harold W.
Burke, Thomas F.
Butler, John F.
Buxton, Robert Walter
Cadagan, James Joseph
Cade, Robert Warren
Callahan, Margaret Mary
Campbell, Dorothea Frances
Campbell, Dorothy Ruth
Canavan, Phyllis Muriel
Cannon, Robert Augustine
Caples, Frances Catherine
Carlson, Harold Verner
Carmody, Thomas James
Casali, Frank James
Casali, Joseph J.
Cassidy, Mary Frances
Catalano, Mary Lucy
Catoni, Virginia Dolores
*Cavalieri, Louise Teresa
Cave, Robert R.
Chambers, Anne E.
Chick, Ward Fogue, Jr.
Clinch, George Peter
Cobb, Carleton M., Jr.
Coelsch, Alma Barbara
Coffey, Virginia Comstock
Coleman, Helen Dorothy
Collier, William Hurle
Constantine, John William
Cooke, Alice
Coombs, Clyde D.
*Cooper, Dolores Henrietta
Corbett, Francis
Cox, Grace Ethel
Coyle, Muriel Ruth
*Crimmins, Ruth Ellen
Cronin, Robert William
Crosby, Helen Elizabeth
Crosby, Paul Joseph
Cummings, Phyllis
*Curley, Paul
Dacey, Edward James
Daley, Regina Ann
Davis, Robert L.
Decker, Margaret Elizabeth

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1939

*HONOR PUPILS

- *Demers, Noella Cecile
 Dengeleski, Pauline Marie
 Dennen, Ruth Gertrude
 Dente, Eugene Anthony
 DeVries, Marie Louise
 Dick, Priscilla Ruth
 DiModica, Angelo John
 Dobbs, Mary Ruth
 Doble, Letitia Florence
 Dockrill, Natalie Easter
 Dodge, Mary Randolph
 Doherty, Bernard Ivers
 Doherty, Catherine Ann
 Doherty, Charles Joseph
 Doherty, Helen Frances
 Doherty, James A., Jr.
 Doherty, Mary Marjorie
 Doherty, Patricia Mary
 Dolan, Blaid
 Donahoe, Louise Therese
 Donahue, Madeline Mary
 Donlon, Marguerite Lillian
 *Donnelly, Dorothy Anne
 Donnelly, Mary Katherine
 Donovan, Esther L.
 Donovan, William P.
 Dooley, Richard Francis
 Dorrington, Robert L.
 Doucet, Alfred Joseph
 Douglas, Marion
 Down, George Philip
 Downey, Dorothy Isabelle
 *Downing, Edward Thomas
 Doyle, Gregory Edgar
 Doyle, Mary Patricia
 *Dozier, Shirley M.
 *Driscoll, Kathryn Clare
 Driscoll, Thomas Edward
 Duddy, Mary Margaret
 Duggan, John W.
 Dwinell, Paul Alexander
 Eikelboom, Mildred Jane
 *Eldridge, Dorothy L.
 Elliott, Robert Harvey
 Ellis, Francis Fred
 Estabrook, Priscilla
 Ewe, Eleanor Martha
 Fellman, Harold S.
 Ferguson, Thomas J.
 Ferreira, Paul Francis
 Fillmore, Marion Cornelia
 Fitzgerald, John Edward
 Fitzgerald, Robert Edward
 Fitzpatrick, John H., Jr.
 Flack, Josette Emily
 Florentino, Louise Ann
 Forest, Bernard Arthur
 Foritano, Jennie
 Fosberg, Elizabeth H.
 Fowler, Stanley G.
 Frasel, John J.
 Freeman, Marjorie
 Friend, Marjorie Rita
 Frost, Lillian Frances
 Gallagher, Mary Catherine
 Gechijian, Arshag
 Genge, Irma Gwendolyn Mary
 Giblin, Anna Louise
 *Giove, Hilda Alma
 Giuricich, Louis A.
 *Gorvine, Albert
 Gott, Elizabeth
 *Gott, Verna Evelyn
 Grannan, Katherine
 Gray, Elizabeth E.
 Gray, Leonard Warren
 Greeley, Herbert Theodore Paul
 Greeley, James David
 Greene, Miriam Lois
 Guange, Joseph James
 Guarente, Charlotte Elaine
 Guertin, Francis B.
 Guinan, Mary Elizabeth
 Guiney, William P.
 Guzelian, Marjorie
 Hacunda, Margaret M.
 Hagan, James Henry
 *Hall, Harry S.
 Hanson, William Albert
 Harding, Helen Claire
 Hartling, Marguerite B.
 Harvey, James E.
 Harwood, Alan
 Hasson, Margaret Mary
 Hastings, Nancy Lee
 Hauser, Robert
 Hazlett, Violet Marye
 Healy, Alyce Patricia
 Healy, Ryta Marie
 Hickey, Joseph Francis
 Higgins, Grace Christine
 Highland, Margaret Ann

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1939

*HONOR PUPILS

- Hill, Reginald A.
Hingley, Tersena Marie
Hobbs, George Maxwell
Hoffman, Jacques Godfrey
Holloway, Barbara
Holton, Virginia Lee
Hopkins, Betty Margaret
Horne, Leo P. Van
Horrigan, Ann Frances
Howard, Leo Murray
Howley, Madeline Mary
Hughes, Edward F.
Hughes, Robert Eugene
Hunt, Philip Walter
Hurley, John Thomas
Hutchinson, Ruth Eleanor
Igo, Allan Bernard
*Ingebretsen, Marion
Jansen, Edna Mildred
Jarvis, Bette
Jewer, Florence Julia
*Johanson, Thelma Marjorie
*Johnson, Audrey Hope
Johnson, Ernest David
Johnson, R. Quentin
Jones, Dana Charles
Jones, Paul Sherwood
Joslin, Robert P.
Kalustian, Edward
Kasparian, Gladys Z.
Keating, Gladys Marie
Keefe, Robert L.
Keller, Stanley Ellis
Kelley, Frederick W.
Kelley, Marjorie Ann
*Kelley, Mary Virginia
Kelley, Nancy Ann
Kellogg, James H.
*Kelly, Mary Teresa
Kennedy, Elizabeth Jane
Kenney, Robert James
Keville, Katharine Frances
*Kiely, Laurence Edmund
*Knudsen, Margaret Christine
Kolegue, Richard Carl
Kuchinsky, Walter J.
Ladd, Chester Edson
*Lahiff, Frances Marie
Lannquist, Ethel Eleanor
Lantz, Audrey H.
Larson, Harold G.
Larson, Mary Grace
Latsey, Anna H.
Lavezzo, Mary Christine
Law, Phyllis Mina
Leary, Robert
LeBaron, Reuben W.
Lee, Frank A.
Lee, Frank D.
Lewis, Cedric Errol, Jr.
Lewis, Shirley Mae
Logan, Ethel Mae
Loomis, Evelyn Marie
Lopez, Florence Lillian
LoPresti, Stella V.
Luongo, Albert Donald
Lyons, Charles John
Lyons, William Joseph
MacAllister, Constance Joan
*Macaulay, Paul Kenneth
MacDonald, Eleanor Ruby
MacDonald, Richard Townsend
MacFarlane, Winifred K.
*MacGillivray, Suzanne A.
MacKenzie, Ella Lillian
MacNaughton, Donald C.
MacQueston, Walter Scott, Jr.
*Mahoney, Eleanor Claire
Malone, George T., Jr.
Maloon, Barbara Louise
Manion, Joan Patricia
Mann, Shirley
Manning, Catherine A.
Marden, Patricia Clarke
Martin, Judith Lorena
Martin, Mary Margaret
Mazmanian, Rose
Mazzocca, Malvena T.
McAdams, Russell
McCabe, Rose Margaret
McCarthy, Mary M.
McCarthy, William Joseph
McClelland, John A.
McCormack, Jeanie V.
McCoubrey, Robert T.
McFadden, Lillian
McGurl, James T.
McKeown, Ruth E.
McKinley, Barbara Elizabeth
McLatchy, Harry J.
McMahon, Mary E.
McManus, Mary Alice

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1939

*HONOR PUPILS

- Mellen, Dorothy Alice
 *Mellin, Ruth Lorraine
 *Mello, Ralph T.
 Menezes, Hilda Marie
 Mernick, George William, Jr.
 Miller, Louise Marie
 Mills, Catherine Claire
 Mills, Thomas J.
 Mills, William H.
 Mitchell, Mary Virginia
 Moranian, Marguerite
 Morris, John Sherwin
 Morrison, Margaret B.
 Morrow, Ethel Catherine
 Mower, Emma Cameron
 Mulherin, Joseph Francis
 Munroe, Betty Gertrude
 Murphy, Carol Mary
 Murphy, Edward J.
 Musgrave, George Lincoln
 Myatt, Robert Samuel
 Nasman, Eleanor Phyllis
 Nellis, John Theodore
 Neves, Eleanor L.
 Newcomb, Frank L., Jr.
 Newcomb, Mark Rowell
 Nicoll, Betty
 Nilsson, Ruth Eleanor
 Nolan, William Francis
 Nuckolls, Herbert John
 O'Brien, Alice Mary
 *O'Brien, Catherine Margaret
 *O'Brien, James Francis
 O'Brien, Jean Barbara
 O'Brien, Jean Ellen
 O'Brien, Leon V., Jr.
 Ochs, Marjorie Grace
 O'Donoghue, John W.
 Ofria, Carmelo Vincent
 O'Leary, Harold J.
 Olsen, Ralph
 Olson, John H.
 Olson, Norman Howard
 Ormiston, Mildred Louise
 Ostrand, Evelyn Valentine
 O'Sullivan, Peter Francis
 Pagliuca, Frank
 Paine, Jean
 Pardee, Marion Jane
 *Parker, Edward F.
 Parker, Roger W.
 Pasquinotti, Norma
 Pearson, Florence Elna
 Peirce, Robert Winslow
 Pemental, Joseph Ernest
 Peppard, Dorothy Louise
 Peterson, Dorothy Elsie Mae
 Peterson, Robert O.
 Phillips, Claire Irene
 Poole, Charles Irving
 *Poole, Jeanne Marie
 Pothier, Mildred Clara
 Power, Jane Marion
 Powers, Gail
 Powers, Lewis Frank
 Powers, Thomas F.
 Powers, Thomas Joseph
 Prior, Eleanor Elizabeth
 Quattrocchi, John Peter
 Quinn, Francis
 Quinn, Mary Theresa
 Reardon, Claire M.
 Rhodes, Louise Mary
 Rich, Ethan R., Jr.
 Richardson, Helen G.
 Riese, Emily
 Riley, Rose Marie
 Rivers, Donald Allyn
 Roach, Richard J.
 Robillard, Louis Barrington
 Roe, Marjorie A.
 Rood, Melville Halstead, Jr.
 Rose, Arthur H.
 Rowe, Richard E.
 Rowland, Paul Henry
 Rubner, Thelma
 Ruhl, M. Marilyn
 Russomando, Ralph J.
 Ryan, Catherine Rachel
 Santini, Rugo
 Sargent, Richard C.
 Sarkisian, Mary N.
 Saul, Arthur Davis, Jr.
 Sawchuk, Michael
 Scannell, Nella Marie
 Scriven, John William, 3rd
 Scriven, Virginia G.
 Seabury, Ralph H.
 Semonian, Marion Louise
 *Sheldon, Doris Ann
 Shepherd, Ailsa Margaret
 Silk, William Paul
 *Slattery, Margaret Frances
 Smillie, Claudia Rowena

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1939

*HONOR PUPILS

Smith, W. Bruce	Walker, James Harper
Spina, Mary L.	Walker, Kathleen Helena
Spofford, James Russell	Wall, Norma Lee
Spong, Frances Fuhrer	Wallace, Marie C.
Steincross, Margaret Joan	Waller, Virginia Marie
Steinkrauss, Mary Katherine	Walsh, Claire Elaine
Stephany, Gertrude Louise	Wannlund, Arlene Audrey
Stetson, Wayne Morgan	Ward, Richard David
Stierhoff, Anne Lois	Wasilewski, Adele Ann
Sullivan, Catherine Anne	Waterman, Robert Edward
Sullivan, John Francis	*Weatherill, Marcia
Svedlund, Ethel Selma Eleanor	Werner, Robert Haines
Swanson, Barbara Katherine	Wilton, Marjorie Rhoda
Sweeney, Barbara Ann	Whitcomb, Kathryn Nickerson
Sweeney, Bertha M.	White, Joseph Warren
Sweeney, John Joseph	*White, Marc Anthony
Sweet, Albert H.	White, Walter Patrick
Sweet, George Henry	Whitney, William Gerard
Tashjian, John M.	Whittier, Hazen L.
Tee, Mary Joan	Wilcox, James Black
*Tenney, Marcia Lewis	Wilfert, David Paul
Theall, Robert J.	Wilson, Eleanor Margaret
Thomas, Ralph L., Jr.	Wogan, Roderick van de Poele
Thompson, Carol West	Wood, Chandler Earle
Tighe, Evelyn Marie	Woods, Kathryn
Tortorici, Constance E.	Woodward, Elizabeth Anne
*Trenholm, Marcia Rosebrooks	Woodworth, Palmer
Tucceili, Lilia	Wright, Glenn Carleton
Urquhart, William Goodwin	Zamore, Carl W.
Volpe, Franklin Dorr	*Zwicker, Mildred Elizabeth

CERTIFICATES IN INDUSTRIAL ARTS

McDevitt, Mary Patricia
Pessotti, Andrew

O'Quinn, Joseph
Tobin, Ruth Joan

PART II

STATISTICS

The following tables and information are given as matters of interest and value for permanent record.

I

GENERAL STATISTICS, SCHOOL YEAR 1938-1939

Population	Approx. 39,000
Valuation of property, January 1, 1939	\$58,699,800
Valuation of school property, January 1, 1939	\$2,587,900
Number of principals, January 1, 1939	12
Number of supervisors, January 1, 1939	5
Number of teachers, January 1, 1939	243
Number of part time teachers, Jan. 1, 1939	3
School census, children 5 to 16 years	
October, 1938	7,112
Pupils enrolled during the year	6,971
Average daily attendance	6,395
Average number of days school kept	177
Average membership	6,841
Percentage of attendance	93.5
Total cost for support, school year 1938-1939	\$652,808.38
Average cost per pupil in average membership	\$95.42
Part of this raised from local taxation	\$590,739.17*
Number of senior high school graduates, 1939	464
Number of junior high school pupils who received certificates, 1939	546

*This amount is for fiscal year 1938.

II

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1938-1939

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
High School	XIII (Post Graduates)	50	36.2	31.0	85.6
	XII	349	349.4	330.9	94.7
	XI	637	625.4	587.6	93.9
	X	722	705.7	663.1	93.9
	Industrial Arts	32	27.1	23.9	88.2
		1790	1743.8	1636.5	93.8
Jr. High School Center	IX	138	138.2	132.6	95.9
	VIII	163	163.7	156.1	95.4
	VII	135	137.6	129.7	94.3
		436	439.5	418.4	95.2
Jr. High School East ...	IX	191	188.4	178.6	94.8
	VIII	211	208.1	196.3	94.3
	VII	183	185.6	176.4	95.0
		585	582.1	551.3	94.7
Jr. High School West ..	IX	259	258.1	245.6	95.2
	VIII	264	264.9	251.6	94.9
	VII	247	242.2	230.6	95.2
		770	765.2	727.8	95.1
Jr. High Industrial Arts School	76	71.5	63.8	89.2
Brackett School:					
Mary T. Keefe	VI	25	24.9	23.7	95.2
Hilda W. Kurvinen ...	VI	25	24.6	23.5	95.5
Helen E. Porter	VI	25	24.5	23.2	94.7
Rita McCarthy	V	37	33.1	31.1	93.9
Nina E. Flagg	V	34	33.8	30.8	91.1
Agnes C. Delay	IV	32	30.6	28.5	93.1
Isabell W. Eaton	IV	32	28.1	26.2	92.9
Edith C. Caswell	III	33	33.1	31.4	94.9
Mildred Johnson	III	34	33.9	31.5	92.9
Cecilia C. Morytko	II	36	33.1	30.5	92.1
Avis L. Lane	II	35	31.6	28.6	90.5
Ruth E. Wallace	I	29	30.5	26.9	88.2
Catherine A. Hamilton	I	29	28.1	24.6	87.5
		406	389.9	360.5	92.4

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1938-1939

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Crosby School:					
Bessie Ryder	VI	41	39.4	37.1	94.2
Helen I. Knowles	VI	41	39.1	37.1	94.9
Bernice E. Walkinshaw	V	34	33.2	30.4	91.6
Rilla M. Hamlin	V	36	35.4	33.7	95.2
Hulda E. Magnuson	IV	27	26.1	24.4	93.5
Winifred Trask	IV	27	27.1	25.4	93.7
M. Esther Bullock	IV	28	27.5	25.9	94.2
Sara M. Henderson	III	35	33.8	31.7	93.8
Helen M. Warren	III	32	31.2	28.4	91.0
Marion B. Johnson	II	32	31.2	28.5	91.3
Gertrude L. Toomey	II	33	30.5	28.0	91.8
Nina M. Edmunds	I	27	26.2	23.6	90.1
Edith F. Grant	I	32	30.4	27.8	91.4
Beth A. Easter	Special Class	16	15.5	13.8	89.0
		441	426.6	395.8	92.8
Cutter School:					
Alice G. W. Daniels	VI	23	23.7	22.3	94.1
Frances S. Curtis	VI	25	24.2	22.9	94.6
Louise M. Barber	VI	23	24.3	23.3	95.9
Bessie M. Mack	V	31	31.3	29.1	92.9
Elsie F. Greenwood	V	32	30.3	28.3	93.4
Elsie L. McCarthy	IV	36	35.8	33.2	92.7
Catherine M. Smith	IV	35	35.6	33.6	94.4
Elizabeth G. Stratton ..	III	33	31.5	28.8	91.4
Gladys M. Patterson ..	III	32	30.7	28.0	91.2
Arline Avery	II	36	35.0	32.6	93.1
M. Frances York	II	34	34.3	30.3	88.3
Ida C. Hunt	I	31	28.1	24.7	87.9
Mary G. Lane	I	29	28.3	25.6	90.5
Esther L. Boyce	Special Class	12	11.0	10.2	92.7
		412	404.1	372.9	92.3

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1938-1939

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Hardy School:					
Georgie A. Melia	VI	28	27.7	25.9	93.5
Anna M. Holland	VI	28	29.1	27.7	95.2
Helen M. Fogg	VI	28	28.9	26.7	92.4
Anna G. Scannell	V	38	38.0	35.5	93.4
Alice W. King	V	37	37.2	33.7	90.6
Jean Roberts	V	38	37.7	35.2	93.4
Dorothy W. Byrne	IV	28	28.8	26.6	92.4
Alice C. Hearn	IV	27	27.4	25.6	93.4
Margaret C. Ahern	IV	35	34.4	31.7	92.2
Alice M. Wilson	III	29	29.7	26.9	90.6
Barbara S. Donelson ..	III	31	31.4	28.8	91.7
Caroline M. Casella	III	30	28.9	26.5	91.7
Elizabeth L. Holton	II	34	33.6	30.9	91.9
Helen E. Marco	II	32	32.7	28.9	88.4
Margaret H. Headley ..	II	35	33.8	30.2	89.3
Dorothy G. Edmunds ..	I	26	26.7	23.4	87.6
Ellen E. Sweeney	I	29	27.9	24.3	87.1
Dorothy E. Thompson..	I	27	25.7	22.7	88.3
		560	559.6	511.2	91.4
Locke School:					
Gertrude B. Bradstreet	VI	28	27.2	26.1	95.9
Helen Roberts	VI	28	27.3	25.8	94.5
Jessie E. Smith	VI ..	27	27.3	25.7	94.1
Agnes V. Hurley	V	36	35.7	33.9	94.9
H. Miriam Braley	V	37	36.6	34.1	93.2
Florence W. Cromwell..	IV	40	38.7	36.0	93.0
Edna MacArthur	IV	38	37.9	35.6	93.9
Carrie L. Horr	III	33	32.3	29.3	90.7
Clara L. Buxton	III	35	33.7	31.3	92.9
Juliette H. Howard	II & III	24	23.5	21.8	92.8
Ethel P. Dunn	II	25	24.9	23.1	92.8
Amy D. Young	II	28	25.1	23.0	91.6
Dorothea Johnson	I	32	31.4	27.9	88.9
Myrtle M. Davis	I	32	30.4	27.1	89.1
		443	432.0	400.7	92.8

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1938-1939

Schools and Teachers	Grades	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
Parmenter School:					
Mildred A. Evans	VI	24	26.6	25.8	96.9
Wyllian E. Barrett	VI	25	25.2	23.9	94.8
Shirley A. Walker	V	44	40.4	37.4	92.6
Margaret E. Brennan ..	IV	35	35.9	33.4	93.0
June E. Simmons	III	32	31.3	26.6	84.9
Mary Griffin	II	37	35.2	31.9	90.6
Helen M. Dow	I	31	31.1	28.3	90.9
		228	225.7	207.3	91.8
Peirce School:					
Frances P. Moran	VI	31	32.0	30.3	94.7
Agnes M. McCabe	VI	27	26.9	25.4	94.4
Agnes V. Eaton	VI	29	27.9	26.9	96.4
Helen F. O'Neil	V	36	33.3	31.8	95.5
Bernice M. Main	V	35	34.9	33.4	95.7
Marguerite Holland	V	29	29.2	27.6	94.2
Alice R. Charter	IV	39	38.7	36.7	94.8
Natalie E. Burke	IV	39	37.9	35.9	94.7
Grace L. Snow	III	38	36.8	34.4	93.2
Nellie A. Anderson	III	39	37.9	35.3	93.1
Helen P. Leary	II	37	34.9	32.5	93.1
Lillian G. Glugeth	II	41	37.9	34.7	91.6
Mary Lawler	I	27	25.0	22.9	91.6
Katherine E. Phelan	I	29	25.5	22.9	89.8
Una G. Beebe	I	29	29.2	26.2	89.7
		505	488.0	456.9	93.6
Russell School:					
Beryl K. Sullivan	VI	30	28.6	27.0	94.4
Blanche M. Dow	VI	28	29.3	27.3	93.2
Helen McKenney	V	33	33.3	30.9	92.8
Lisle M. Collins	V	32	33.1	31.2	94.3
Effie M. Pottle	IV	25	26.2	24.9	95.0
Mabel C. Pond	IV	30	28.3	26.8	94.7
Ruth C. MacCarlie	III	25	24.9	23.1	92.8
Mary V. Donnelly	III	25	24.2	22.5	92.9
Helena A. Sullivan	II	26	23.9	21.9	91.6
May P. Browne	II	25	23.6	22.2	94.1
Grace E. Fettretch	I	20	19.3	17.3	89.6
Mary A. Chater	I	20	18.7	16.8	89.8
		319	313.4	291.9	93.1
GRAND TOTALS		6971	6841.4	6395.0	93.5

III
COMPARATIVE TABLE OF AVERAGE MEMBERSHIP
(Year ending June)

Year	High	Junior High School	Junior High School Center	Junior High School East	Junior High School West	Junior High Indus- trial Arts	Brackett	Crosby	Cutter	Hardy	Locke	Parmenter	Peirce	Russell	Totals
1935	1466.4	434.9	563.0	627.2	68.4	395.1	487.7	486.1	622.7	489.5	214.5	526.4	405.6	6787.5	
1936	1533.6	401.0	591.5	716.7	66.1	381.6	488.1	504.2	607.0	472.2	203.7	481.6	405.5	6852.8	
1937	1581.4	419.9	605.5	742.6	71.9	390.4	483.4	476.1	581.1	470.2	219.4	501.6	365.1	6908.6	
1938	1628.3	426.1	593.1	793.7	68.5	382.5	459.2	441.3	574.4	461.0	208.6	494.2	331.7	6862.6	
1939	1743.8	439.5	582.1	765.2	71.5	389.9	426.6	404.1	559.6	432.0	225.7	488.0	313.4	6841.4	
*1939	1842.4	437.7	577.8	764.7	69.6	392.4	412.7	399.2	587.5	421.3	181.5	470.0	303.5	6860.3	

*Fall Term

IV

COMPARATIVE STATISTICS FOR CALENDAR YEARS ENDING DECEMBER 31

	1935	1936	1937	1938	1939
Total average membership	6,799	6,867	6,887	6,839	6,830
Total number of full time supervisors, principals and teachers	268 \$654,989.00	262 \$648,048.00	257 \$645,426.00	259 \$647,951.00	256 \$652,107.00
Total current expenses	96.33	94.37	93.72	94.74	95.48
Cost per pupil	57,010.00	56,114.00	55,983.00	56,116.00	59,602.00
Receipts from State and elsewhere					
Net cost from local taxation for school support	597,979.00 87.95	591,934.00 86.20	589,443.00 85.59	591,835.00 86.54	592,505.00 86.75
Net cost per pupil from local taxation ..					
Total expenses for instruction (salaries, books and supplies)	521,581.00 3,938.00	512,433.00 4,479.00	510,109.00 6,010.00	510,839.00 7,349.00	511,189.00 9,061.00
Vocational School Tuition	2,685.00	1,877.00	2,327.00	2,167.00	3,606.00
Vocational School Tuition Receipts					

V. FINANCES

(Note: These figures are given for the school year as reported to the State Department of Education)

	1934-1935	1935-1936	1936-1937	1937-1938	1938-1939
General Control	\$17,108.59	\$17,054.17	\$16,004.63	\$17,064.07	\$17,427.33
Salaries of Supervisors, Principals and Teachers	488,647.30	487,726.70	476,727.51	471,636.70	478,902.76
Textbooks	4,964.47	6,242.96	7,088.61	7,945.40	8,937.89
Other Expenses of Instruction	21,997.52	24,412.20	23,566.88	27,314.57	26,373.67
Janitors, Fuel, Etc.	73,124.94	71,199.24	75,475.17	72,420.41	77,090.00
Repairs and Maintenance	31,386.01	29,074.96	31,956.44	28,071.91	29,362.75*
Libraries	1,230.54	1,258.99	1,332.88	1,320.91	1,428.26
Health	7,180.91	7,106.40	7,338.66	6,927.59	6,633.78
Tuition	36.07	20.48	40.61	43.83	59.50
Miscellaneous	6,118.77	6,412.94	6,978.82	6,701.74	6,592.44
Total for Support	\$651,795.12	\$650,509.04	\$646,510.21	\$639,447.13	\$652,808.38
Per Pupil Cost for Support	96.02	94.92	93.57	93.19	95.42
New Buildings, Grounds, Equipment	1,528.44	5,294.48	2,689.35	7,072.76	12,403.59

*Including \$2,249.45 for hurricane damage.

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1938

ANNUAL REPORT
OF THE
SCHOOL DEPARTMENT
OF THE
TOWN *of* ARLINGTON
FOR THE YEAR

1938

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MASSACHUSETTS DEPARTMENT OF EDUCATION



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SCHOOL COMMITTEE

M. NORCROSS STRATTON

Chairman

THERESE N. TURNER

Secretary

Term Expires March, 1940

CLEMENT J. BEAUDET.....2 Walnut Terrace
JOSEPH J. BEVINS.....127 Scituate Street
THERESE N. TURNER.....130 Jason Street

Term Expires March, 1941

MICHAEL A. FREDO.....9 Webster Street
JOHN P. MORINE.....63 Cleveland Street
M. NORCROSS STRATTON.....11 Trowbridge Street

Term Expires March, 1942

HAROLD A. CAHALIN.....15 Johnson Road
JAMES W. KIDDER.....215 Crosby Street
KATHARINE W. LACEY.....32 Jason Street

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JUN 19 1939*

UNIVERSITY OF ILLINOIS

Regular Meeting

Third Tuesday of each month, except
July and August

REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Arlington:

The personnel of the School Committee for 1938 was unchanged with one exception. Mr. John P. Morine was elected in March to fill the vacancy caused by the retirement of Mr. George S. Coburn who had served the town efficiently as a member of the Committee for three years.

We respectfully refer you to the report of the Superintendent of Schools which the Committee endorses and presents as part of its report. Much progress has been made in many branches of the school system toward greater economy of operation and efficiency of instruction.

That portion of the report dealing with the building situation needs your careful, sympathetic consideration. We must face the need for additional school accommodations. The development of Kelwyn Manor and the growth of the school population in the Hardy School district will require either a new elementary school in that section or an addition to the Hardy School in the near future. The present building is used to capacity.

The situation in the Russell district is serious. The present building should be replaced. This old building is no longer serviceable for the needs of the district it is trying to serve—neither as to its location nor its physical condition.

We cannot overemphasize the urgent need for completing the high school auditorium and we emphatically endorse the Superintendent's comment thereon.

The previous standing committee on school accommodations having been discharged, we recommend that a new committee including representatives of the School Committee be

appointed at once to study and report upon additional school accommodations.

By far the largest part of the annual appropriation for schools is used for salaries. The Committee has succeeded in making substantial savings in this large item of the budget. We are doing our utmost to maintain a high standard of education for our youth. We believe the citizens of Arlington are interested in superior schools. Our salary schedules are in no instance high, in fact, we are very low in many classifications. We shall make a study of salaries during the next year.

However, as the salary item is practically impossible to change, the custom for some time has been to reduce our budget items for capital outlay, maintenance and supplies. This cannot go on without seriously handicapping the educational program of the schools and causing wasteful, unbusinesslike deterioration of school properties. We urge upon you serious consideration of this problem when appropriations are voted upon.

We were fortunate in the small amount of damage caused by the hurricane which necessitated an expenditure of approximately \$2,500.

The town receives a substantial revenue each year on account of public schools from the Commonwealth and other sources. This money, with the unexpended balance from the 1938 appropriation which totals \$1,260.85, materially reduces the net charge on the real estate tax levy for school purposes.

The reimbursement figures follow:

Vocational Education	\$2,167.28
Tuition of State Wards	2,363.79
Other Tuition	351.02
Miscellaneous	751.69
Americanization	574.19
Rentals	320.50
Sale of Portable	25.00

Gas Refund	828.02
General School Fund	50,902.00
	<hr/>
	\$58,283.49
Total 1938 expenditures	\$655,300.11
Reduced by above	58,283.49
	<hr/>
Actual amount from Real Estate Tax Levy.....	\$597,016.62

The Athletic Council treasurer has made the following report for 1938:

Cash on hand	\$3,589.06
Outstanding accounts
	<hr/>
	\$3,589.06

Franklin P. Hawkes, principal of the Junior High School West since 1923, resigned December 1 to accept a position as Superintendent of Schools in Abington. Mr. Hawkes was an able administrator of his school and a public-spirited citizen who will be greatly missed by teachers, pupils and the citizens of Arlington. His position was filled by the election of A. Henry Ottoson, for eight years principal of the Memorial Junior High School in Framingham.

We express our appreciation to the school officials, teachers and employees for their loyal support and we thank the members of the various town boards and departments for their splendid co-operation.

Respectfully submitted,

(Signed) M. NORCROSS STRATTON,

Chairman.

January, 1939.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOL FOR THE YEAR 1938

To the School Committee of Arlington:

In this, my second annual report as your Superintendent of Schools, I shall briefly review the work of the School Department during the past fiscal year and will call to your attention problems that confront us as we begin another year. The primary aim of education is to develop intelligent citizens who will play a constructive part in our democracy and will prove to be productive units in the economic and social life of our communities. Only from a well-rounded public school system can we eventually establish an intelligent electorate.

Schools not only serve the main function of providing good citizens but are also an economic asset to the community. A good school system with able and experienced teachers and up-to-date, efficiently operated and well-constructed school buildings, is well worth its cost. By attracting the right type of people to our town it increases taxable property and promotes business.

From the table of comparative enrollment it will be observed that the total school enrollment December, 1938, is but forty-five pupils more than the total enrollment in 1934. There are, however, some significant contrasts between these enrollments. It will be noticed that in the first six grades there are three hundred seventy-nine less pupils enrolled in December, 1938, than in December, 1934. While the population of the town has remained somewhat the same, we have a larger adult population today and the new families have not brought into town a large number of small children.

Due to depression years there were fewer marriages so fewer homes have been established. The immigration laws

have been restricted and, consequently, we no longer receive large families from abroad. This dropping off in the elementary schools is not peculiar to Arlington, for it seems to be the story in most of the towns and cities of New England.

Another interesting contrast in this tabulation is the number of pupils in the six upper grades. Our junior high schools have one hundred forty-eight more pupils than five years ago and our senior high school has two hundred seventy-two more pupils enrolled than in 1934. Thus, we have had an increase of four hundred twenty pupils in the upper grades and a decrease of three hundred seventy-nine pupils in the first six grades. There are several reasons for these changes. First, the American people as a nation have decided, if possible, to give every boy and girl a high school education; secondly, our labor laws are such that fewer boys of high school age can find a place in industry. This increase in enrollment in the upper grades has a significant bearing on the cost of education since the cost per pupil in the high school is approximately forty dollars more than the cost in the elementary schools.

ENROLLMENT BY GRADES, DECEMBER, 1934-1935-1936-1937-1938

	Dec., 1934	Dec., 1935	Dec., 1936	Dec., 1937	Dec., 1938
High School					
Post Graduates	55	46	39	31	39
Seniors	283	264	313	333	351
Juniors	429	528	544	537	637
Sophomores	712	704	692	729	724
Industrial Class	30	32	32	28	30
Total High School	1,509	1,574	1,620	1,658	1,781
Junior High					
Grade 9	512	537	556	586	590
Grade 8	568	580	611	593	641
Grade 7	572	608	615	656	569
Total Junior High	1,652	1,725	1,782	1,835	1,800
Junior High Industrial					
3rd year	19	20	25	23	21
2nd year	26	25	24	24	29
1st year	26	22	24	29	25
Total Junior High Industrial.....	71	67	73	76	75

Elementary					
Grade 6	608	606	646	580	596
Grade 5	640	629	587	593	599
Grade 4	633	564	597	597	551
Grade 3	586	589	592	554	530
Grade 2	598	585	584	542	525
Grade 1	589	550	508	507	476
Special Class	29	28	27	27	27
Total Elementary	3,683	3,551	3,541	3,400	3,304
Total of all grades	6,915	6,917	7,016	6,969	6,960

In Review

In my report last year attention was called to the following needs: (1) our desire to effect greater co-ordination and unity in the work of the elementary grades and to the necessity of the appointment of an elementary school supervisor to carry out and supervise this work; our objective is a wise uniformity and for the benefit of the children in our school system, yet it does not hamper wholesome initiative or destroy personal achievement; (2) the dire need of suitable, sufficient, modern text books throughout the school system; (3) the great need for a new basal textbook in primary reading to replace a series which was hopelessly antiquated, with a modern series typifying the best in modern primary reading; (4) completion of the senior high school auditorium in order that our high school might function properly; (5) installation of a telephone service in the senior high school building; (6) the consideration of a guidance program in the junior and senior high schools.

I can report progress in some of these recommendations. The first of March, Miss Mary Elizabeth O'Connor, a skilled elementary supervisor of long experience and rich professional training, was appointed. Miss O'Connor gives promise of being a competent and trustworthy leader in the field of elementary education.

This year it has been possible for your Superintendent to give more attention to supervision in the secondary schools due to the appointment of a supervisor for the elementary grades which makes it unnecessary for the Superintendent to give so much personal attention to the elementary work. I enjoy the elementary school supervision, but it is physically impossible in a system of this size for one person to adequately supervise the whole system and at the same time attend to the administrative duties affecting the system as a whole.

During the past four months I have visited practically every junior and senior high school teacher. I have studied

the teaching load of each and the number of teaching periods. This information made it possible for us to make some profitable changes in organization and will be a basis for our organization the next school year.

The junior high schools have adopted a standard series in mathematics, and committees will soon be at work studying the social studies with a view to standardizing this subject. It is my desire through the assistance and co-operation of the principals, supervisors and teachers to have a syllabus in each subject in all departments throughout the school system. This is a big piece of work, but is a very valuable asset to any school system.

Reading

In my report of a year ago I stated that a committee had been appointed to study several reading systems. Reading is the most important tool subject taught in our American schools. Because of this and due to the local situation in reading I have given a great deal of attention to this subject during the past year. The committee appointed was made up of two first-grade teachers, two second-grade teachers, two third-grade teachers and one sixth-grade teacher who had had experience teaching in all of the elementary grades. The committee was instructed to study seven different systems of reading as to content and method of instruction and to recommend the adoption of some system in the light of best scientific thought and specific need of Arlington. This committee held several meetings a month over a period of six months and after careful analysis of several reading systems recommended the adoption of the Elson-Gray series. This system of reading is based on the belief that interesting content is the most important factor in learning to read, that the keynote of interest is the story plot and that the child's delight in the oral story should be utilized in the very first steps of reading. This method supplies the child with stories of such nature as will keep his interest and constantly develop his power of connected thinking by means of incident and plot structure. *Through the use of vital content* this method develops the vari-

ous phonetic elements of our language, one by one, as they are encountered in the story. In this way the motive for mastering difficulties is constantly present and knowledge acquired is immediately applied without the painful drilling necessary in less vital methods.

Good reading ability is made up of a number of factors and the teacher must have a clear perspective of the relative value of these factors as a daily guide in the classroom work. Obviously, the power to control words comes first. The teacher, however, must remember that word mastery is merely a means to an end—the interpretation of the thought of the printed page—for reading is vastly more than word getting. It is not sufficient that the child can recognize a given word at sight and call it correctly. He must also associate it with its proper meaning. It must suggest to him its full content. Finally, reading improves the ability to interpret thoughts in their organized relation throughout the story, that is, it improves the power of following the plot.

We have used our new system of reading only four months but it is apparently working out well. The latter part of December I heard several hundred first-grade children read, and most of them could read a full page from the primer with smoothness and understanding. This is especially interesting when one considers that four months ago very few of these children could recognize any words, and in some cases could not speak the English language. To obtain such satisfactory results means concentrated, conscientious and scientific effort on the part of the teachers.

CHANGES IN THE TEACHING STAFF

Resignations:

M. Edith Woodend—High School, Commercial Subjects.

Mary P. Rhoades—Junior High School East, Household Arts.

Franklin P. Hawkes—Junior High School West, Principal.

Dorothy L. Mitchcell—Locke School, Grade II.

Leaves of Absence:

Esther M. Thomas—Hardy School, Grade III.

Ruth E. Madden—Peirce School, Grade V.

Appointments:

Dorothy Richardson—High School, Physical Education.

Mary A. Hickey—High School, Commercial Subjects.

Mary F. Barry—High School, Commercial Subjects.

Jennie Lantz—High School, English.

Guy A. Petralia—High School, Spanish.

Florence Forsyth—Junior High School East, Household Arts.

A. Henry Ottoson—Junior High School West, Principal.

Arthur T. Burroughs (substitute)—Junior High School West, Science.

Mary Elizabeth O'Connor—Supervisor, Elementary Grades.

Transfers:

Gerard G. Kemp—From Junior High School West, Science to High School, Science.

Barbara S. Donelson—From Cutter School fifth grade to Hardy School third grade.

Of the changes in the personnel of our staff in 1938, three of our teachers resigned to be married. The principal of Junior High School West resigned to take a position as Superintendent of Schools in another town. Two elementary school teachers are taking a year's leave of absence. No appointments were made to fill the three elementary vacancies. They were taken care of through reorganization. Three extra teachers were appointed at the high school, due to an increase in enrollment of over one hundred pupils.

Bi-Monthly Analysis Chart

During the past year a bi-monthly analysis chart has been devised and put into operation in the elementary and junior high schools. The purpose of this chart is to supply each

teacher with a quantitative analysis of the abilities and characteristics of her pupils both individually and as a group. A great deal of time is spent in keeping the weak pupil from "failing." It is of equal if not greater importance to keep the able pupil from developing habits of laziness and idleness through assignments which do not enlarge his knowledge or by accepting from him work which is less than his best even though it may be marked passing when measured in an absolute rather than a relative sense. A teacher who knows the mental abilities, achievements levels in the tool subjects, and previous class performance of her pupils both individually and as a group from the beginning of the school year is better equipped to deal with this problem than one forced to depend upon more general conclusions subjectively arrived at after several months of experience with the group. Experience with children is the only way in which a teacher may learn their individual temperaments and personal characteristics. Such qualitative aspects of a child's personality may change somewhat from grade to grade since a child's reaction to different teachers varies greatly. There is no substitute for the keen observation of an experienced and skilful teacher in evaluating and interpreting the child's every-day behavior. The quantitative aspect of his ability can be determined accurately if measured objectively.

Safety Patrol

Over a year ago, through the cooperation of Chief Bullock of the Police Department, safety patrols were organized in our elementary and junior high schools. The Police Department allowed us the services of Officer White in the organizing of these patrols. The patrols have been in operation for over a year now and, apparently, with considerable success, judging from the many favorable reports received from parents. If, through these patrols, we save the life of just one child, I believe that would make them more than worth while. If there are minor things in connection with this effort toward the safety of our children, the Superintendent will receive with pleasure suggestions for improvement at any time.

Central Stockroom

The central stockroom was opened the first of last January in a room equipped for that purpose in the basement of the high school building. A complete set of inventory files was installed and all of the general supplies that are used in the various schools go out from this central stockroom. Each school building is supplied with enough materials for one month only. At the end of each month requests are received for the next month's supply. This system makes it possible to keep a running inventory of all supplies so that we always know the exact amount of any item on hand. Since we carry approximately 300 items, we find this arrangement much more efficient and economical. It enables us to keep accounts so that we know the exact amount of each item used in each school building and to readily determine the cost per pupil of supplies for each building. I find this arrangement a very helpful supervising instrument.

Athletic Council and Athletics

The Athletic Council which you so wisely organized over two years ago has assisted materially in the development of athletics. This council is made up of three members of the School Committee, the Superintendent of Schools, the principal of the High School, the athletic director, the coach of football, the coach of that sport which may be under consideration at the time of meeting, and one member from the "A" club of the High School. The receipts have been carefully budgeted and taken care of in such a way that athletics have been carried on with greater ease. Formerly, it was difficult for the students to raise through their own unassisted efforts the funds necessary for all forms of athletics. Football being the most spectacular, it is always the money raising part of the athletics carried on in the schools. The past year Mr. Henry Hormel was appointed athletic director and has done an excellent piece of work for the Athletic Association in coordinating the various branches of athletics and supervising the various details of the different games. In the Arlington High School the various branches of athletics are participated

in by a large number of pupils and we have some excellent coaches directing the various sports.

Buildings

Our building problem is not so acute as in many other communities, but there are a few problems to which our citizens should give careful consideration in the near future. First, I feel it my duty to call to your attention again the need for the completion of the high school auditorium in order that our high school might function properly. Many of the boys and girls attending there at the present time are being denied privileges that are rightfully theirs. I wrote at length on this matter in my report of last year; hence, I merely mention the matter at this time. The present auditorium is an expense to the Town and is of little use to the school since it cannot be heated for assembly purposes throughout the winter months.

Second, the Hardy School is filled to its capacity at the present time. In view of the building boom in that district we will soon need more class rooms to accommodate the children there. I recommend that a committee be appointed to bring in plans and specifications for an addition to the Hardy School so that we will be ready to meet the emergency when it arises.

Third, the Russell School has about served its time, and consideration should be given to replacing this old building some time in the not distant future.

Fourth, the Junior High School Center is now filled to capacity and has reached the point where, in accordance with the safety laws, we will not be allowed to enroll any more pupils above the present number.

Besides the building needs I again wish to call to your attention the need of playground equipment.

I hope that careful thought and study will be given to these matters not only by our School Committee but also by our citizens.

School Costs

Our average cost per pupil for the school year ending June 30, 1938, as compared with the cost for the eight preceding years, is shown in the following table, as compiled from the annual reports of the Massachusetts Department of Education.

	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38
Elementary Schools.....	\$ 85.11	\$ 86.50	\$ 88.10	\$ 82.00	\$ 80.05	\$ 76.31	\$ 78.86	\$ 75.46	\$ 75.70
Junior High Schools.....	131.77	125.83	132.42	117.47	109.55	105.10	100.18	100.86	99.67
High School.....	154.51	154.93	151.25	138.45	124.07	124.36	114.85	114.91	111.22
Arlington's average.....	108.72	108.58	111.08	102.29	97.10	93.50	92.43	91.26	90.70

You will note by the above table that there has been a decrease of \$9.41 in the cost per pupil in the elementary schools since 1929. In the junior high schools there has been a decrease of \$32.10 in the cost per pupil; and in the senior high school a decrease of \$43.29. The average cost per pupil for the school year 1929-30 was \$108.72, and for the school year 1937-38, \$90.70, showing a total decrease in cost per pupil of \$18.02. Our average per pupil cost is at present considerably lower than the State average.

	1930	1931	1932	1933	1934	1935	1936	1937	1938
Appropriations*.....	\$718,507.	\$736,399.	\$713,643.	\$688,303.	\$666,130.	\$661,434.	\$656,970.	\$646,132.	\$649,209.
Average Membership.....	5984	6170	6302	6548	6710	6799	6867	6887	6839

* Exclusive of Vocational Education.

Consideration of these tables would indicate that a careful study of economy had been made in expenditures of the school department over a period of years. I am not sure that we have reason to be proud of this economy as it is possible that we have reached a point in reduction as low as, if not lower than, the welfare of the schools would justify.

Conclusion

Public education is the chief, single responsibility of any town or city in our Commonwealth. The importance of this responsibility is further seen by all who realize that education is the bulwark of democracy. Our civilization unfolds its life in accordance with the dictates of a public opinion that must ever be an enlightened one. It is a real privilege to work under the inspiration of such a responsibility.

This year has been one of cordial cooperation among all branches of the school department. I highly appreciate the spirit and counsel of the School Committee who are keenly conscious of the things that are for the welfare of our children. I want also to express my appreciation of the loyal co-operation of the principals, supervisors, teachers, and every one connected with the Arlington School Department.

Respectfully submitted,

(Signed) JOSEPH S. KEATING,
Superintendent of Schools.

January, 1939.

LIST OF HIGH SCHOOL GRADUATES

1938

*HONOR PUPILS

- Abbott, James William
 Abboud, Joseph Thomas
 *Adamian, John J.
 *Ahern, Charles James
 Alger, Frank W., Jr.
 Allison, Irene
 *Ambrose, Joseph Mark
 Anderson, Robert Henry
 Andrews, Thelma Louise
 Anifantis, Eleanor
 Arnold, Virginia M.
 Aulenback, Lawrence S.
 *Austin, Norman William
 Avery, Mabel Laura
 Babine, Lawrence Robert
 *Badala, Sadie
 Baird, Mary D.
 Barnstead, William Alfred
 Barrett, Helen Joan Stevens
 Barry, Alice Marie
 Bartholomew, Richard John
 Beckendorf, Dorothy E.
 Begley, Edward L.
 *Bell, Mary R.
 Bennett, Dorothy A.
 Bennett, Edna Alice
 Bennett, Stuart M.
 Benway, Martha Jeanne
 Berberian, Grace Elizabeth
 Bertolami, Carmen Albert
 Blomberg, Eleanor J.
 *Bloom, David A.
 Bondi, Joseph Lawrence
 Boone, Priscilla Charlotte
 Borselli, Frank J.
 Bott, David Richardson
 Boyd, Clifford Allen
 Brackett, Earle William
 Brady, Walter J.
 Bremner, Geraldine Adele
 Briggs, Jeannette Marie
 Brillante, Anthony A.
 Broeg, Donald R.
 Brookings, Dorothea J.
 Brooks, Grace-Ardelle
 Brown, Donald Franklin
 Bryant, Warren T.
 Bulger, Edward J.
 Burke, Michael Patrick
 Burke, William Francis
 Byrne, Leona P.
 Cabral, Adrian D.
 Callahan, Richard Anthony
 Cammarata, Joseph
 *Campbell, Colin Thomas
 Campbell, Paul Donald, Jr.
 Caples, Elizabeth Cathleen
 Carcioffo, Doris V.
 Carens, Richard
 Carlino, Peter Vincent
 Carroll, Jane
 Casazza, Edward J.
 Casey, Albert Vincent
 Cashman, John Francis
 *Cavalieri, Alberta E.
 Chapin, Frederick P.
 *Christiansen, Arnold Robert
 Ciccolo, Stella Sindona
 Collins, Ruth Ann
 Condon, John P.
 Cook, Barbara Louise
 *Coolidge, Edna May
 Cormier, Joseph H.
 Coscia, Anthony
 Coscia, Emanuel Victor
 Cotter, Catherine G.
 *Coulouris, Eleanor
 Cranshaw, Naomi
 Crockett, Ann Walker
 Cronin, Paul L.
 Crosby, John Francis
 Crosby, Lorena O.
 Cullinane, Agnes Marie
 Cullinane, Eugene T.
 Cunha, Paul Edward
 Dale, William P.
 Daniell, James Albert
 Dareing, Amy
 Densmore, Russell Eliot
 DeRoche, Eleanor T.
 DeRosier, Robert Roger
 Desillier, Alice Louise

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1938

*HONOR PUPILS

- Dickie, Rodman L., Jr.
*DiMaggio, Anthony Joseph
Dockham, Betty Faith
Doe, William Watson
Doherty, Harry R.
*Dolan, John Arthur
Donlon, Thomas Albert, Jr.
Donnelly, John Augustine
Donoghue, Stephen S., Jr.
Donohue, J. Leo
Donovan, Dorothy Joan
Donovan, Jerome V.
Donovan, Rita Marguerite
Donovan, Walter J.
*Dorion, Ruth Esther
Downie, Christine Virginia
*Downing, Dorothy Joanne
*Dozier, Leonard C., Jr.
*Drake, Dorothy Amelia
Driscoll, Mary Christine
Duane, James Joseph Turner
Duddy, Patrick Francis
Duffey, William Norman
Duffy, Gertrude Louise
*Duggan, John Young, Jr.
Duggan, Marjorie C.
Dunn, Joseph William, Jr.
Eames, Barbara F.
Edwards, Courtland William
Elliott, Carol Norma
Elliott, Charlotte Elizabeth
Ellis, Francis Albert
Elms, Constance P.
Enright, Edward Joseph
Ericson, Herbert Ernest
Evans, Robert Clements
*Ewe, Florence M.
Faga, Mary Angela
Falla, Arthur C.
Farrington, Katherine Frances
Fellman, Naemi G.
Fennochetti, Rita Florence
Fereshetian, Robert Malcolm
*Ferry, Joseph Vincent
*Fitzpatrick, Mary Ann
Flanders, Virginia
Fletcher, Hugh R.
Flores, Frederick A.
Foley, Helen A.
Fountain, Grace Margaret
Fraser, Donald C.
Frazer, Dorothy Catherine
Freeman, Lawrence Dudley
French, John E.
Galluzzo, Mildred Marie
Gamage, Nathaniel Donald
Gardner, Louise Catharine
Garrity, Donald James
Gavin, Grace Mary
Geary, T. Louise
George, Fred H., Jr.
Gibson, Marjorie Elizabeth
Given, H. Barbara
Given, Virginia
Glynn, Helen Marietta
Goodwin, Richard Stanley
Gottwald, Arthur Pratt
Grant, George J., Jr.
Gray, Peter
Greene, Robert Irving
Gunn, Julia Elizabeth
Hackett, Mary Catherine
Hall, Miriam Ruth
Hallgren, Elsa Virginia
Hanlon, Alfred
Hansen, Ralph Ernest
Hansis, Donald Robert
Harrington, Richard
Harvey, Bernice E.
Hathaway, Ruth Frances
Hawkins, Frances
Hazen, Jean Estelle
Healey, Norma Marie
Healy, Mary
Heckbert, Albert I.
Hesketh, Dorothy
Hession, Phyllis Margueritte
Hickey, Anna M.
Higgins, C. Kenneth
Higgins, John M.
Hill, Marie Luella
Hilson, Ruth Pearl
Hoar, Joseph Francis
Hobbs, Barbara
Hogan, Alice Bernice
Holm, Alice Elizabeth

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1938

*HONOR PUPILS

- Hotaling, Roger Stuart
 *Howard, David Joseph
 Hoyt, Marshal W.
 Hoyt, Ruth Elizabeth
 *Hughes, Esther Scott
 Hunter, Howard G.
 Huse, Betty E.
 Hutchinson, Claire H.
 Hutchinson, James Frederick
 Ivester, Ruth Alison
 Jarvis, Seward P.
 Jenks, Annabel May
 *Johnson, Carl Godfrey, Jr.
 *Johnson, Doris Genevieve
 Johnson, Edward Paul
 Johnson, Gilbert A.
 Johnson, Gordon W.
 Johnston, Constance Elizabeth
 Kazanjian, Harold Adam
 *Keeffe, John Joseph
 Keeffe, Mary Claire
 Kelley, Arthur S., Jr.
 Kelly, Margaret Dorothy
 Kelly, Ruth Marie
 Kempton, Robert Stanley
 Kennedy, Thomas Daniel, Jr.
 Kenney, Edward C.
 Kenney, James Joseph
 Kent, William J., Jr.
 Kluka, Walter J.
 Kochanek, Longina Stella
 Kolodziej, Michael Francis
 Kronfelt, Walter J.
 Kyle, Keith F. G.
 Ladd, Robert S.
 Lally, Ann Alice Pauline
 *Lamothe, Paul A.
 *Larrabee, Donald Cole
 Latinville, Eleanor Frances
 Lax, Eva M.
 Leary, Anna Patricia
 Lefebvre, Irene L.
 Lennon, Albert George
 *Leonard, Virginia
 Leverone, Alma R.
 Lewis, Harriet Winnifred
 Leyland, Donald T.
 Lopes, Mary Jane
 Lorentzen, Arthur Francis
 Lowcock, Marcia E.
 Lynch, Margaret C.
 Lyons, Marian Geraldine
 MacArthur, Alexander Norman
 MacDonald, Esther Frances
 MacDonald, Muriel Kathryn
 MacFadyen, Ruth J.
 MacIver, Evelyn M.
 MacLean, Helen May
 MacLeod, Dorothy Irene
 MacWilliams, Kenneth Newell
 Magnuson, Eleanor Winifred
 Mahoney, John Joseph
 Malone, James Laurence
 Manning, Madeline A.
 Marden, Harry Wells, Jr.
 Marshall, Muriel Mary
 Mazzocca, Helena Ann
 McCarthy, Ann J.
 McClellan, William Francis, Jr.
 McClelland, James Francis
 McCormack, Alice Jacqueline
 McEwen, Dorothy Ann
 McFadden, Mary Margaret
 McGonagle, Rita June
 McLaughlin, John Joseph
 Meaney, William Joseph, Jr.
 *Meikle, Margaret B.
 *Melin, Ethel Victoria
 Miller, Jean
 *Miller, William Henry, Jr.
 Mills, William Alexander
 Monk, Arthur J.
 *Moore, Viola
 Morgan, Frederick C.
 Morley, Doris Elizabeth
 Morrison, Edwin O.
 Movsessian, Natalie
 Mullen, Robert T.
 Murray, Dorothy I.
 Murray, A. Eugene, Jr.
 Murray, Harold James
 Nolan, Mary Therese
 Noreen, Russell C.
 Norgren, Phyllis LeJoyce
 Norton, Kenneth MacGray
 Norton, Norman A.

LIST OF HIGH SCHOOL GRADUATES—*Continued*

1938

*HONOR PUPILS

- Nostrom, Jeanne Marie
 Nostrom, William Francis
 O'Brien, Clarence Leonard
 *O'Brien, Margaret Ann
 Oldham, Anelia May
 Oldham, Walter Chester
 Olive, William M., Jr.
 Olsen, Merton Clement
 O'Neill, Philip D.
 O'Neill, Rosemary Claire
 Orchard, Clifton F.
 Ormiston, Doris M.
 Owens, Althea M.
 Owens, Glenn E., Jr.
 *Pangborn, Elinor Jeanne
 Pappas, James Stephen
 Paradis, Robert Joseph
 Parnell, Arthur F.
 Parsons, Emma Elizabeth
 Patriquin, Carleton Woodend
 Paul, Pauline Edith
 Peabody, Helen
 Perkins, Robert H.
 Perry, Dorothy M.
 Peterson, Eugene Frederick, Jr.
 *Pinto, Norman P.
 Platin, Constance E.
 Powers, Mary E.
 Pratt, Gladys Dorothy
 Pratt, Winthrop B.
 Preston, Miriam Annette
 Purcell, Robert E.
 *Quinzani, Albert George
 Radochia, Lida Doris
 Raia, Edward Clement, Jr.
 Raman, Alma I.
 Ratto, Marion J.
 Raue, Jane Liola
 Rausch, Elizabeth M.
 Richards, Charles Bradford
 *Richardson, Helen W.
 Ritchie, Ralph E.
 Robertson, Hazel A.
 Robertson, Mary Stewart
 *Robinson, Donald Wallace, Jr.
 Robinson, Edwin John
 Rogers, Peggy Eleanor
 Rooney, John William
 Rouse, Olive Mary
 Rowland, Henry Cabot
 Rowley, Ralph Robert
 Rowntree, Edith Elizabeth
 Russell, Arthur Litchfield, Jr.
 Sahagian, Edward
 Sahagian, Helen Anahid
 *Sanderson, Nancy Elizabeth
 Santo, William
 Santoliquido, Guido
 Sauerwald, Corine Roberta
 *Scanlon, Eleanore Monica
 Scannell, Richard Joseph
 *Schoefer, Evelyn Mary
 Schoefer, Louise A.
 Shanks, Necia
 *Shaw, Marjorie Rita
 Shea, Robert Gerard
 Sheehan, Mary M.
 Sheppard, Robert Lewis
 Shields, Mildred Margaret
 Silva, Frederick
 Silva, Hilda
 Simonds, Dwight Lunt
 Sirot, Nathan
 Skinner, Dorothy DuRant
 Slater, Edmond N.
 Smillie, Lorraine Maria
 Smith, Eleanor Elizabeth
 Smith, William Edward
 Spina, Samuel William
 Spooner, Alton Edward
 Stanley, Paul Francis
 Stearns, John Morrill
 Steele, Frances Louise
 Steeves, Dorothy Alberta
 Stevens, Robert Armour
 Stimson, Harriette
 Strong, Alice Marjorie
 Sullivan, Barbara Marie
 Sullivan, John Charles
 Sullivan, Marie Sally
 Surette, William Gordon
 Swartz, Ruth
 Swensen, Walter N.
 Talty, John Thomas
 Tatro, Roland H.
 Taylor, Georgine

LIST OF HIGH SCHOOL GRADUATES—*Concluded*

1938

*HONOR PUPILS

Tees, Helen Louise	Walker, Mary Elizabeth
Teeven, Quentin Frederic	Ware, Ernestine
Terjelian, Robert Haroutune	Watkins, Shirley Joane
Testa, John Joseph	Weagle, Marion R.
Thaxter, Mae Gertrude	Webster, Doris Eileen
Thomas, Mildred Joan Leigh	Wedge, Russell Damien
Thompson, Carolyn E.	White, Thomas Robert
Tierney, Mary A.	Whitehouse, Arthur Wallace
Toye, Stanley Edward	Whitney, Daniel C.
*Trainor, Lillian Winefred	Wiggins, Florence Marjorie
Travers, Thomas H.	Wigren, Evelyn Marie
Traverse, Marjorie Louise	Wilson, Ruth Rosalie
Trebby, Charlotte Virginia	Wilson, Warren A.
*Tremblay, Jeannette M.	Wing, Doris Moy
Twohig, Margaret Agnes	Wing, Ford M.
Ulen, Betty Jane	Worcester, Virginia Barbara
Waddell, Arthur Franklin	Yates, Phoebe Bleecker
Walker, Eileen Mary	Yunitz, Louise R.
Walker, Elmer Weston, Jr.	

CERTIFICATES IN INDUSTRIAL ARTS

Bucknis, Charles John	Lionetta, John James
Lantz, Clarence J.	Spina, Louise Mary

PART II

STATISTICS

The following tables and information are given as matters of interest and value for permanent record.

I

GENERAL STATISTICS, SCHOOL YEAR 1937-1938

Population	Approx. 39,000
Valuation of property, January 1, 1938.....	\$57,961,150
Valuation of school property, January 1, 1938..	\$2,590,400
Number of principals, January 1, 1938.....	12
Number of supervisors, January 1, 1938.....	5
Number of teachers, January 1, 1938.....	241
Number of part time teachers, January 1, 1938..	2
School census, children 5 to 16 years, October	
1937	7,171
Pupils enrolled during the year.....	7,034
Average daily attendance	6,503
Average number of days school kept.....	180
Average membership	6,862
Percentage of attendance	94.8
Total cost for support, school year 1937-1938....	\$639,447.13
Average cost per pupil in average membership..	\$93.19
Part of this raised from local taxation.....	*\$590,505.65
Number of senior high school graduates, 1938..	417
Number of junior high school pupils who received certificates, 1938	524

*This amount is for fiscal year 1937.

II

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1937-1938

SCHOOLS AND TEACHERS	GRADES	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
HIGH SCHOOL.....	XIII (Post Graduates)	41	27.3	23.9	87.5
	XII.....	334	330.9	316.3	95.6
	XI.....	543	523.3	495.5	94.7
	X.....	749	719.7	683.9	95.0
	Industrial Arts.....	30	27.1	23.4	86.3
		1697	1628.3	1543.0	94.8
JR. HIGH SCHOOL CENTER	IX.....	133	129.1	123.9	95.9
	VIII.....	136	134.3	130.4	97.1
	VII.....	167	162.7	156.2	96.0
		436	426.1	410.5	96.3
JR. HIGH SCHOOL EAST.....	IX.....	182	178.7	170.5	95.4
	VIII.....	194	193.8	185.7	95.8
	VII.....	223	220.6	210.1	95.2
		599	593.1	566.3	95.5
JR. HIGH SCHOOL WEST....	IX.....	268	268.9	258.4	96.1
	VIII.....	262	259.9	250.2	96.3
	VII.....	267	264.9	254.4	96.0
		797	793.7	763.0	96.1
OLD PARMENTER SCHOOL..	Junior High				
	Industrial Arts.....	72	68.5	64.5	94.2
BRACKETT SCHOOL:					
Hilda W. Kurvinen.....	VI.....	35	32.9	31.1	94.5
Helen E. Porter.....	VI.....	34	33.8	32.4	95.9
Mary T. Keefe.....	V.....	27	24.4	22.9	93.9
Nina E. Flagg.....	V.....	26	26.8	25.6	95.5
Rita McCarthy.....	V.....	27	24.8	23.6	95.2
Agnes C. Delay.....	IV.....	32	31.5	29.6	93.9
Isabell W. Eaton.....	IV.....	31	30.8	29.3	95.1
Edith C. Caswell.....	III.....	29	29.5	28.0	94.9
Mildred Johnson.....	III.....	28	29.4	27.5	93.5
Cecilia C. Morytko.....	II.....	32	29.3	26.9	91.8
Avis L. Lane.....	II.....	31	30.9	28.6	92.6
Catherine A. Hamilton...	I.....	28	29.4	26.7	90.8
Ruth Wallace.....	I.....	28	29.0	26.9	92.8
		388	382.5	359.1	93.9

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1937-1938

SCHOOLS AND TEACHERS	GRADES	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
CROSBY SCHOOL:					
Helen I. Knowles.....	VI.....	37	35.7	34.6	96.9
Bessie Ryder.....	VI.....	39	35.9	34.9	97.2
Bernice E. Walkinshaw..	V.....	31	31.9	30.4	95.3
Rilla M. Hamlin.....	V.....	38	37.9	35.9	94.7
Hulda E. Magnuson.....	IV & V.....	28	27.9	26.6	95.3
M. Esther Bullock.....	IV.....	40	37.1	35.3	95.1
Winifred Trask.....	III & IV.....	31	31.7	30.4	95.9
Sara M. Henderson.....	III.....	35	33.8	32.1	94.9
Helen M. Warren.....	III.....	31	31.8	29.9	94.0
Gertrude L. Toomey.....	II.....	31	33.4	31.3	93.7
Marion B. Johnson.....	II.....	29	31.2	29.5	94.6
Edith F. Grant.....	I & II.....	28	31.5	29.1	92.4
Caroline W. Pratt.....	I.....	28	27.1	25.4	93.7
Nina M. Edmunds.....	I.....	30	32.3	30.1	93.2
		456	459.2	435.5	94.8
CUTTER SCHOOL:					
Louise M. Barber.....	VI.....	25	26.3	25.1	95.4
Frances S. Curtis.....	VI.....	27	25.2	24.1	95.6
Alice G. W. Daniels.....	VI.....	27	26.6	25.3	95.1
Bessie M. Mack.....	V.....	27	26.9	25.4	94.4
Elsie F. Greenwood.....	V.....	27	25.9	24.8	95.8
Barbara S. Donelson.....	V.....	26	24.9	23.5	94.4
Catherine M. Smith.....	IV.....	35	33.9	32.1	94.7
Elsie L. McCarthy.....	IV.....	34	33.0	30.8	93.3
Gladys M. Patterson.....	III.....	39	36.5	34.3	93.9
Elizabeth G. Stratton.....	III.....	38	37.5	35.2	93.9
Arline Avery.....	II.....	35	33.9	31.2	92.0
M. Frances York.....	II.....	33	31.7	29.9	94.3
Ida C. Hunt.....	I.....	35	33.9	30.6	90.3
Mary G. Lane.....	I.....	32	32.2	28.9	89.8
Esther L. Boyce.....	Special Class ..	13	12.9	12.0	93.0
		453	441.3	413.2	93.6

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1937-1938

SCHOOLS AND TEACHERS	GRADES	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
HARDY SCHOOL:					
Helen M. Fogg.....	VI.....	27	27.9	26.5	94.9
Anna M. Holland.....	VI.....	30	29.7	28.3	95.3
Georgie A. Melia.....	VI.....	27	27.2	25.9	95.2
Alice W. King.....	V.....	31	29.4	28.1	95.6
Anna G. Scannell.....	V.....	34	31.4	30.0	95.5
Jean Roberts.....	V.....	31	28.8	27.4	95.1
Dorothy W. Byrne.....	IV.....	38	36.4	34.5	94.8
Alice C. Hearn.....	IV.....	38	37.3	35.2	94.4
Margaret C. Ahern.....	IV.....	39	36.5	34.5	94.5
Esther M. Thomas.....	III.....	34	31.0	29.6	95.5
Caroline M. Casella.....	III.....	30	30.7	28.7	93.5
Alice M. Wilson.....	III.....	30	30.1	28.7	95.3
Elizabeth L. Holton.....	II.....	32	28.0	26.2	93.6
Margaret H. Headley.....	II.....	35	32.8	30.8	93.9
Helen E. Marco.....	II.....	31	29.6	27.8	93.9
Ellen E. Sweeney.....	I.....	34	32.5	29.9	92.0
Dorothy E. Thompson.....	I.....	33	29.9	27.3	91.3
Dorothy G. Edmunds.....	I.....	33	31.2	28.3	90.7
Beth A. Easter.....	Special Class ..	12	14.0	12.7	90.7
		599	574.4	540.4	94.1
LOCKE SCHOOL:					
Helen Roberts.....	VI.....	30	28.4	26.9	94.7
Gertrude B. Bradstreet..	VI.....	30	28.6	27.2	95.1
Jessie E. Smith.....	VI.....	30	29.2	28.3	96.9
H. Miriam Braley.....	V.....	26	26.7	25.4	95.1
Florence W. Cromwell.....	V.....	29	27.7	26.5	95.7
Agnes V. Hurley.....	V.....	27	27.7	26.6	96.0
Edna MacArthur.....	IV.....	38	37.0	34.5	93.2
Juliette H. Howard.....	IV.....	37	37.6	35.7	94.9
Carrie L. Horr.....	III.....	34	34.2	32.5	95.0
Clara L. Buxton.....	III.....	37	34.5	32.6	94.5
Amy D. Young.....	II.....	23	22.9	21.1	92.1
Ethel P. Dunn.....	II.....	30	28.0	26.1	93.2
Dorothy L. Mitchell.....	II.....	30	30.2	28.4	94.0
Myrtle M. Davis.....	I.....	34	34.3	31.6	92.1
Dorothea Johnson.....	I.....	36	34.0	31.0	91.2
		471	461.0	434.4	94.2

ATTENDANCE STATISTICS BY SCHOOLS FOR YEAR 1937-1938

SCHOOLS AND TEACHERS	GRADES	Enrolled For Year	Average Membership	Average Daily Attendance	Percent of Attendance
PARMENTER SCHOOL:					
Mildred A. Evans.....	VI.....	36	33.6	31.7	94.3
Wyllian E. Barrett.....	V.....	35	34.0	32.0	94.1
Margaret E. Brennan....	IV & V.....	25	22.2	20.9	94.1
Shirley A. Walker.....	IV.....	29	29.1	26.8	92.1
June E. Simmons.....	III.....	31	30.1	28.2	93.7
Virginia J. Hart (sub.)....	II.....	35	32.5	29.9	92.0
Helen M. Dow.....	I.....	28	27.1	24.4	90.0
		219	208.6	193.9	92.9
PEIRCE SCHOOL:					
Agnes V. Eaton.....	VI.....	28	28.9	27.8	96.2
Agnes M. McCabe.....	VI.....	29	28.7	27.7	96.5
Frances P. Moran.....	VI.....	30	29.4	28.4	96.6
Bernice M. Main.....	V.....	29	28.2	27.1	96.1
Ruth E. Madden.....	V.....	28	26.4	25.2	95.5
Helen F. O'Neil.....	V.....	29	27.7	26.0	93.9
Alice R. Charter.....	IV.....	34	33.7	32.3	95.8
Natalie E. Burke.....	IV.....	33	32.7	30.9	94.5
Marguerite Holland.....	IV.....	35	34.2	32.3	94.4
Grace L. Snow.....	III.....	32	33.5	32.3	96.4
Nellie A. Anderson.....	III.....	36	34.9	33.2	95.1
Lillian G. Glueth.....	II & III.....	25	24.8	23.3	93.9
Mary Lawler.....	II.....	35	33.5	30.9	92.2
Helen P. Leary.....	II.....	34	34.1	31.9	93.5
Una G. Beebe.....	I.....	34	31.6	29.1	92.1
Katherine E. Phelan.....	I.....	33	31.9	28.9	90.6
		504	494.2	467.3	94.6
RUSSELL SCHOOL:					
Blanche M. Dow.....	VI.....	36	33.6	32.1	95.5
Beryl K. Sullivan.....	VI.....	31	30.9	29.3	94.8
Lisle M. Collins.....	V.....	29	27.6	25.9	93.8
Helen F. McKenney.....	V.....	28	26.8	25.7	95.9
Mabel C. Pond.....	IV.....	30	30.1	27.9	92.7
Effie M. Pottle.....	IV.....	31	29.7	28.3	95.3
Ruth C. MacCarlie.....	III.....	31	29.7	28.4	95.6
Mary V. Donnelly.....	III.....	29	29.1	27.5	94.5
May P. Browne.....	II.....	28	25.4	24.2	95.3
Helena A. Sullivan.....	II.....	22	23.7	22.1	93.2
Mary A. Chater.....	I.....	22	22.0	19.6	89.1
Grace E. Fettretch.....	I.....	26	23.1	21.1	91.3
		343	331.7	312.1	94.1
GRAND TOTALS.....		7,034	6,862.6	6,503.2	94.8

III

COMPARATIVE TABLE OF AVERAGE MEMBERSHIP
(Year ending June)

YEAR	High	Junior High School Center	Junior High School East	Junior High School West	Old Parmenter (Junior High Industrial Arts)	Brackett	Crosby	Cutter	Hardy	Locke	Parmenter	Peirce	Russell	TOTALS
1934	1,447.4	432.9	527.7	608.9	80.1	374.7	479.2	506.	605.2	476.6	209.	518.8	394.	6,660.5
1935	1,466.4	434.9	563.	627.2	68.4	395.1	487.7	486.1	622.7	489.5	214.5	526.4	405.6	6,787.5
1936	1,533.6	401.	591.5	716.7	66.1	381.6	488.1	504.2	607.	472.2	203.7	481.6	405.5	6,852.8
1937	1,581.4	419.9	605.5	742.6	71.9	390.4	483.4	476.1	581.1	470.2	219.4	501.6	365.1	6,908.6
1938	1,628.3	426.1	593.1	793.7	68.5	382.5	459.2	441.3	574.4	461.0	208.6	494.2	331.7	6,862.6
*1938	1,776.3	435.7	582.0	765.5	72.8	392.0	426.5	408.7	555.1	439.7	222.4	496.5	312.0	6,885.2

* Fall term.

IV
COMPARATIVE STATISTICS FOR CALENDAR YEARS ENDING DECEMBER 31

	1934	1935	1936	1937	1938
Total average membership	6,710	6,799	6,867	6,887.00	6,839
Total number of full time supervisors, principals and teachers	268	268	262	257	259
Total current expenses	\$658,517.00	\$654,989.00	\$648,048.00	\$645,426.00	\$647,951.00
Cost per pupil	98.14	96.33	94.37	93.72	94.74
Receipts from State and elsewhere (not including contributions)	58,287.00	57,010.00	56,114.00	55,983.00	56,116.00
Net cost from local taxation for school support	600,230.00	597,979.00	591,934.00	589,443.00	591,835.00
Net cost per pupil from local taxation.....	89.45	87.95	86.20	85.59	86.54
Total expenses for instruction (salaries, books and supplies)	521,832.00	521,581.00	512,433.00	510,109.00	510,839.00
Vocational School Tuition	4,556.00	3,983.00	4,479.00	6,010.00	7,349.00
Vocational School Tuition Receipts	4,217.00	2,685.00	1,877.00	2,327.00	2,167.00

V. FINANCES

(Note: These figures are given for the school year as reported to the State Department of Education.)

ITEMS	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
General Control	\$18,279.59	\$17,108.59	\$17,054.17	\$16,004.63	\$17,064.07
Salaries of Supervisors, Principals and Teachers	486,971.90	488,647.30	487,726.70	476,727.51	471,636.70
Textbooks	9,699.22	4,964.47	6,242.96	7,088.61	7,945.40
Other Expenses of Instruction	29,071.14	21,997.52	24,412.20	23,566.88	27,314.57
Janitors, Fuel, etc.	73,693.38	73,124.94	71,199.24	75,475.17	72,420.41
Repairs and Maintenance	28,765.08	31,386.01	29,074.96	31,956.44	28,071.91
Libraries	2,131.37	1,230.54	1,258.99	1,332.88	1,320.91
Health	9,516.93	7,180.91	7,106.40	7,338.66	6,927.59
Tuition	18.85	36.07	20.48	40.61	43.83
Miscellaneous	6,954.45	6,118.77	6,412.94	6,978.82	6,701.74
Total for Support	\$665,101.91*	\$651,795.12	\$650,509.04	\$646,510.21	\$639,447.13
Per Pupil Cost for Support	99.85	96.02	94.92	93.57	93.19
New buildings, grounds, equipment	5,514.40	1,528.44	5,294.48	2,689.35	7,072.76

*This amount includes ten per cent contribution from employees.

